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PARTICIPANTS IN THIS WORKSHOP INCLUDED THE ENTIRE ELEMENTARY, SECONDARY, PUBLIC, AND PAROCHIAL PROFESSIONAL STAFFS OF THE NEWBURGH SCHOOL DISTRICT, NEW YORK. TRANSCRIPTS OF PAPERS ON DIFFERENT ASPECTS OF TEACHING THE DISADVANTAGED AND THE CULTURALLY DEPRIVED ARE PROVIDED. SOME OF THE PAPERS DEALT WITH FEDERAL PROGRAMS, INTERGROUP EDUCATION, EDUCATIONAL MEDIA, ACADEMIC CURRICULUM (PARTICULARLY READING), TEACHING TECHNIQUES, PUPIL PERSONNEL SERVICES, AND VOCATIONAL AND BUSINESS EDUCATION. AN ANNOTATED BIBLIOGRAPHY OF TEXTS FOR INTERGROUP EDUCATION IS INCLUDED. (AF)

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CITY SCHOOL DISTRICT NEWBURGH, NEW YORK

## Proceedings of the

# Education for the Disadvantaged Workshop

MARCH 28, 1966

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NEWBURGH FREE ACADEMY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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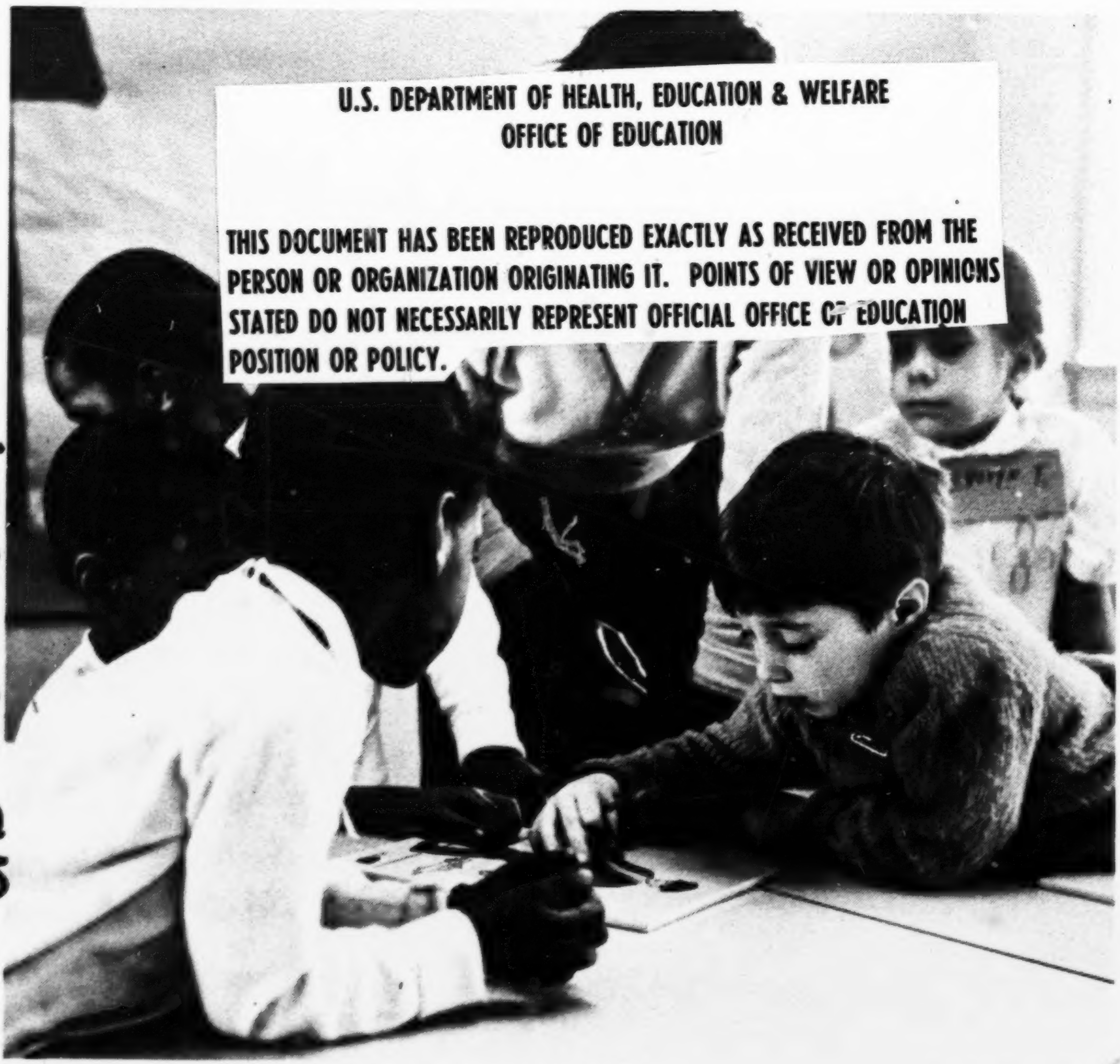

**GETTING A HEADSTART IN NEWBURGH** Evening News Photo
**(Child Development Center - Kenney Apartments)**

The Education for the Disadvantaged Worshop was provided by the Newburgh Board of Education, under the sponsorship of E.S.E.A. - Title I, as part of a continuing policy to encourage and support all efforts to improve educational programs for the disadvantaged.

It was planned in cooperation with representatives of the parochial schools within the District and designed to provide information and insights which would be of value to professional staff members at all levels.

The approximately 725 participants included the entire elementary and secondary, public and parochial professional staffs of the Newburgh School District and over 50 guests from area schools.

This workshop served as a follow-up to a similar workshop, "The Conservation of Talent," conducted for elementary teachers in October 1964 at the Montgomery Street School.

It is the intent of the Board and Administration that this Report of the Workshop Proceedings will serve not only as a permanent record of the views expressed by the many highly qualified consultants who assisted at the conference, but also as a valuable reference guide for all staff members in improving their services for the disadvantaged.

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## MORNING PROGRAM 9 A.M. - 11:30 A.M.

### General Session - Auditorium - 9:00 - 10:00 A.M.

**Mrs. Margery A. Truex**

GREETINGS:

Mrs. Margery Truex, Vice-President, Newburgh Board of Education

Honored guests, ladies and gentlemen - good morning. I am very happy to be here, and I say those words with a special emphasis because the project for which we are gathered here today is so very worthwhile, -a Workshop for the Education of the Disadvantaged. This is the first real workshop of this scope for this purpose.

We are all in favor of progress, but it isn't too long ago that we would consider ourselves to be quite far advanced if we even recognized the basic problems which the disadvantaged child presented in the school situation. Today we are fully aware of it. It's not too far in the past that we would feel as if we were really getting along and making strides just to be discussing the factors that cause these youngsters to behave as they do. But today I think we've reached a real milestone on this progress road - a practical, down-to-earth, workshop to discuss suggestions and learn techniques to better instruct these children. It is really, I feel, quite a goal which has been accomplished and let there be no doubt in your mind, this will be of great benefit to the entire community.

The Board of Education, needless to say, is very proud to have had a share in bringing this about. I've been looking over the program. It is most impressive and comprehensive and I want to be sure to mention that the Committee, chaired by Mr. Disare, has worked very hard and its members are certainly to be congratulated, in putting together this fine program for you today. I want to congratulate them most sincerely and say "Best Wishes to you from the Board of Education." Thank you again and good morning.

**Superintendent**
**Harold Monson**

**Chairman**
**Charles Disare**

**Guest Speaker**
**Samuel Proctor**

# THE IMPACT OF FEDERALLY-AIDED PROGRAMS ON EDUCATION FOR THE DISADVANTAGED

Address by
Dr. Samuel D. Proctor, Special Assistant to the Director
Office of Economic Opportunity,, Washington, D. C.

Distinguished guests who are here on the Platform and ladies and gentlemen. I am very grateful for this privilege of being with you at this conference on Education for the Disadvantaged. I feel very guilty coming before a group of New York State teachers again, under any guise whatsoever because last year I think I spoke to five district meetings. They heard all of my stories and all of the things that I felt and thought about this topic but I could not resist the invitation to come to Newburgh and to make the point very briefly and without any delay that my brother, with whom I grew up almost as a twin, because we were close together, is the band master at Stewart Air Force Base, Newburgh, N. Y. My mother requires us to stay in close contact and this can get to be very expensive. She has a way of requiring us to telephone her on Sunday, every Sunday, and if you don't call her on her own phone, station-to-station, when the rates are low, she'll call you Monday morning, when the rates are high, person-to-person, collect. So you have saved me an awful lot by inviting me to come to Newburgh so that I can see my brother face to face, get points with my mother and keep my phone bill down.

It is very encouraging to see how the various school administrators are facing up to the problem of tackling the issues of education for the disadvantaged. In American society, where we boast of free institutions, it takes a long time to get things going, because we count so much on local initiative, on volunteerism and on a kind of a self-generating inspiration. We don't like to have a director in Washington or New York City, or Albany or anywhere else telling us what we've got to do. This means of course, that there is a considerable amount of delay in getting started on important things. There is inertia and the normal and continuing bureaucratic procedure, preparing budgets, hiring consultants, hotel bills, airplane rides, conferences and conferences. But we do get around to it and the hope is that when we get into full swing on this issue it will not be some sporadic, intermittant attack on a problem but, that out of this will come a continuing philosophy of education, expanding our concept of free education for everyone, and embracing a concept of adequate education for everyone regardless of his starting point in life.

When the Peace Corps began, there were those who felt that this was a hay ride--not a hay ride, a jet ride, that this was going to be something like a hundred million dollars a year spent on middle-class youngsters whose parents were too cheap to provide a two-year vacation abroad. There were predictions that they wouldn't be able to take it, to survive the heat, the climate, culture and shock, the animals chasing them up trees, alligators swallowing them up whole--all kinds of wild predictions. There were going to be sex parties and all sorts of things. But now here we are in 1966. The first contingent left for Ghana in the Fall of 1961. All of the naye-sayers have been put to flight. They've been proven wrong. Surely we had our problems. But even in a country like Ghana that undergoes a military coup, the Peace Corps is still there, undisturbed, more than welcome--appreciated and urged to stay.

In Nigeria, with over 600 volunteers, there was another military coup. Almost an entire national leadership was wiped out in a very skillful military coup. The Peace Corps had 600 tucked into every crevice of that spawling country, intermingled among 40,000,000 Nigerians, and with all of this, not a single volunteer was scratched. This is a fantastic thing! So new things do happen successfully, and the persons who want to be dead sure that everything has a 25 to 50 year trial run before it is adopted, will have to say that we just don't need that much time today. There is a high spirit of adventure. There's more responsiveness to challenge and the world is demanding more prompt answers to these burning questions.

So just as the Peace Corps was a very high adventure on the international scale, to share skills, concern, to bend low over issues that call for solution, over opportunities that call for courage, today in the domestic scene, the hordes of young people who come to our urban centers poorly prepared for urban living and for urban schools need the same kind of a sense of adventure and of daring on the part of the public schools here in our country and it is in this spirit that I wish to speak briefly.

I remember, one day while in Nigeria, on a tour of visiting volunteers, my colleagues and I approached a Mercedes Benz bus rollicking down the highway toward us. It was a one lane road requiring us to pull over. On these narrow roads, this is the way you do--you stop and pull over. I don't know who is supposed to stop, but the most aggressive driver wins. Like women drivers here, you go over and get out of the way. Then we noticed that the rear end of this Mercedes was dragging when it passed us, - sparks were flying from heavy metal scraping on the gravel road. Then it pulled aside. We stopped to go back to assist. We had difficulty in communicating because this was in Western Nigeria, where they spoke the Yorubal language and here we were trying to talk to them about the rear end of a Mercedes bus with German specifications written on the parts in the Yorubal language and that's quite a little cross-cultural dialogue to achieve when you can't speak German or Yorubal!

So we made it clear that we wanted to help, just how we didn't know. We left them hoping that something would happen to change their fortune. Some 30 or 40 people piled on this little bus. It was one of those things they call "manny wagon;" they go by all sorts of names. Anyway, its the jitney system in Nigeria, whereby persons buy these vehicles, put them on the road, organize a route and then charge people to ride. The rules and regulations are not very carefully drawn. What rules there are are not very carefully respected because this is a kind of a social thing as well as an economic. It's not just a transport system. It's fun and they enjoy it. They enjoy riding on these "manny" or "lorry" wagons as much as we enjoy going to barber shops and beauty parlors. You just don't go to get your hair fixed. You go to hear what's happening. They give these vehicles all sorts of fancy names. One is called "Diamond Jim" and another one is called "Later Baby." Another one is called "The Lord is My Shepherd," you know. like naming race horses. It's exciting to drive down the roads and just observe the names--"Blue Moon," "Silver Cloud," "Tall Grass"--they named them anything. This one was called "The Lord is My Shepherd." So naturally as we drove away watching the rear end of that Mercedes bus in the grass and 25 Nigerians standing around having a funeral service in the Yorubal language, we were saying, "The Lord is My Shepherd will never move again!"

But, what do you know, when we were coming back down the road in the reverse of our trip, we were pushed off the highway again by what do you suppose, going 70 miles an hour?---"The Lord is My Shepherd!" So we hailed them down and asked them what happened. In the halting English they knew, they explained. They found out what was wrong themselves. They hailed a ride and sent one of their buddies into Ibadan to get a part. He came back and they put it together and they were off---so what!

Now, what was going through my mind as a college man and the mind of my colleague as a New York City social worker was this: What do we know? We don't know anything if we can't conceive of the wonder and the miracle of this. Here we were watching people who couldn't read in their own language, to say the least--couldn't read in German, who had no technical training if it hadn't been for the General Motors Technical Institute, but they had taken down enough rear ends of Mercedes Benz to know how they came down, which parts came off first and which parts went back on and they did it with calmness, just as relaxed, as though nothing had happened.

Now this requires intelligence, but if you gave them any kind of a standardized intelligence test, if you applied any kind of a universal set of calipers on their intellectual capacity that you could think of, it would be inadequate to deduct that these people could manage in the Yorubal language to dismantle the rear end of a Mercedes Benz and put it back up.

The same thing was true about the cab drivers in Ibadan who had no education for the most part, had never been to anybody's school, but they buy these little Morris Minors and run them for 8 and 10 years with the equivalent of 100 to 200,000 miles on each one of them. They replace the doors, the fenders, the carburetors - everything! There is just a common fund of knowledge among all young men in Ibadan that a Morris Minor is something to be had, conquered and mastered, because you may have to know all about one of them to make a living. So they learn it. That's what happens in their culture.

In the Pentacost Island in the New Hebrides, they have an initiation ceremony to induct young men into adulthood. We have our initiation ceremonies too. But, they have theirs. Now, their initiation ceremony is designed to determine the ability of a young man to get along as a male adult in that kind of universe. So what do they do? They construct a tower some 90 feet high, made of poles, bamboo and thatch. The candidate climbs to the top of that tower with his sponsor. At the top of that tower there is tied to his ankles a long twined cord, made of the fiber that grows on their trees. The cord is measured by his countrymen to the exact length of his fall, less the height of the one falling. So the cord is measured to give him about two inches of the "Lord is my Light and my Salvation" before he hits the ground. It's to break his fall just before he hits the ground. On the way down they give him the benefit of something else. There's a little thatch layer that he falls through, just to let him know that he's not going up but down-to remind him that this is still an initiation. Now he's got to trust his neighbors, first of all to build a tower adequately: secondly, to measure the cord accurately. After that he's got to trust himself that everything is going to work out alright just before he sprawls on the ground. Now the point is, to learn how to accomplish this feat without breaking ankles, without knocking oneself unconscious. When the fall is over, they go and shake his hand and say, "Now you're an insider--you belong!"

Now these people, with no contact with the outside world, with no instruction, devised this ceremony generations and generations ago, because for them it adequately expresses what they regard as essential requirements for living in their society--trust of your neighbor, absolute confidence in them with your whole life in their hands. You've got to do that to survive out there. Then you must have skill, courage and daring to point your head downward and let go. Now if you can develop these virtues in that society, you can make it--courage and trust of your friends and neighbors.

So every culture, every society has its own path towards success. Every culture has its own status symbols. Every culture has its own escalator that moves you from the bottom to the top.

In our country, for years and years, for altogther too many years, we hesitated to introduce the negro community into this whole flow of things. Somehow or other we felt that we could have a double-decker society. They could have their escalator, a short one, slow moving. It would be over there. We would have ours, a normal sized one, moving with the cultures of Western Europe, at an acceptable pace and these people would always be just a few generations behind. Our Constitution does not allow for this. The Jewish tradition, the great moral hebrew tradition, monotheistic notion of the universe in a concept of a God who cannot be placated with the sound of violence or the smell of incense in the temple, but by the extent to which men are honorable and just in dealing with one another, the whole Christian tradition that exalts the virtue of love and charity and a peculiar quality of love, at that, that says that you love the object that you do love not because of its worthwhileness but because of a love with which you had been loved that possess you, a love which has no meaning until it passes through you--all of these things defy this concept of having a dual society, a double-decker, deliberately causing persons to be restricted arbitrarily by the imposition of social restraints, social inhibitors that we apply.

So the time came and this became intolerable and here we are today seeing these two escalators coming together, one of them being destroyed and all of the persons riding on that one having to get on the other one. That's why we are here and that's what this is all about!

Now in order for us to understand the magnitude of the problem we've got to know that that other escalator was really designed and rigged. It was not the normal flow of currents but it was a dry dock fabrication. Believe it! Let me illustrate. In North Carolina, in the awful days of the Reconstruction, a law was passed in the legislature. The law was passed shortly after the armies had left, shortly after the Tilden-Hayes election. The South was turned back over to southern leadership. Naturally there was vindictiveness, resentment and here was the opportunity to get even, really. One of the first laws passed was this: The money spent on negro schools must be negro tax revenue and nothing else. The money spent on white schools will be white tax revenue. Now here are people, 15 years out of slavery, with no capital, no land, no names, no money and they're going to say to them, "the education of your children is going to be limited to the amount of tax money that you put into the till."

In Wilmington, North Carolina, a right fair city now, but during that time they put in a sewer system and let the sewer system go right to the boundry of the negro community. That was the end of it because they said the negroes weren't paying enough taxes. The health laws were applied right to the end of the sewer line--not applied farther out. So over there, in one square mile, all of the negroes were packed in and the privies and wells were just 3 and 4 feet apart. In Wilmington, North Carolina, right on the seacoast, with very permeable soil, negroes were dying like flies from all of the kinds of diseases that now we can name but which then were mysteries and called the "will of God." Dying off! So the rumor gets started--"these are weak, dirty, unsanitary people."

Now just take these two incidents and see what the logical extremity is when they get ingrained in the whole public way of thinking and then laws are made in regard to these. A whole literature, a whole school system, a whole culture moves out on these asumptions. In 1880, in the earlist days before the Hayes-Tilden reversal there were over 1,000 negro teachers in the North Carolina Teachers Association. I saw the minutes of their meetings in 1884 and the list of books that every teacher had to read in order to come to the state teachers meeting. You don't have that today. You wouldn't have a corporal's guard at the meeting if they told you you had to read 4 to 8 books and take a test to get in to the meeting. They'd say, "now, I know I don't have to go!"

At Sawyer University at Raleigh, North Carolina, they wanted a medical school. They couldn't get response in this country. They sent to Paris. They had medical professors come over and so the medical school in Raleigh, North Carolina had French professors, French equipment and would you know it, 15 years out of slavery they were listening to lectures in French!

I saw a clipping from a Winston Salem newspaper which was around 1880, in which one of the men said, "If the whites do not attend more speedily to the education of their children, there will be more educated blacks in North Carolina than white people." In the Winston Republican, the morning paper, in the early 1880's, that remark was made. Now what happened? All of this was cancelled out, and the Ku Klux Klan was allowed to run rampant. The red shirts, the black shirts, the schools were dwarfed. Education was made difficult.

When the Land Grant Act was passed in 1863, they did not permit negroes to go to the state universities, but instead, when the Morrill Act was expanded they tacked on little Home Economics and Agriculture programs. They tucked them in little Methodist and Baptist colleges like a garage on the far end of the campus. That's why I say, it was a drydock fabrication. . .But when you run across your bigoted friends who can't understand why the delinquency exists and why the deficit exists, just ask him to read some Reconstruction history to find out what happened. Imagine tying on all of these weights on the feet of these people trying to climb out of slavery! As a matter of fact, those who berate the progress which has been made need more to stand back and wonder that they've come as far as they have, in spite of this.

Now the deficit was established and it's real. There is no need in kidding ourselves about it. Those who come through these systems now are anywhere from 3 to 4 years behind. But some very fine efforts are being made to overcome the deficit. I find them very heartening though very late, yet gratifying.

One of the big efforts, of course, is being made by the Federal Government with the aid to education. You're familiar with that. There's no need to go into that. There are other efforts being made by highly creative people like Dr. Samuel Shepherd out in St. Louis, and Kenneth Clark here at the Morningside Center in New York City. You can read descriptions of their programs in almost any educational journal, but mark you this very well--that Ken Clark and these fellows have been able to take youngsters and teach them at the beginning of the summer and move their reading level anywhere from 8 months to 2 years in a summer. In Atlanta, Georgia, in the experiments there funded by the Rockerfeller Brothers Fund, they've been able to do the same thing. It's just an undisputed fact that when an effort is made to teach these people, they leap like crazy.

We had a school to close in Prince Edward County, Virginia. The whole school system closed down in 1954, as you recall. One little boy was in the fourth grade. His mother kept him home until the eighth grade level. One of the prep schools in the North had these civil rights workers referring people to them. They were running all around the South in tennis shoes and sun glasses and bearded, singing folk songs, doing an awful lot of good while we were up here saying, "look aren't they dirty!" But anyway, they got in touch with some of these prep schools to get some of these kids in. They took a little boy from Prince Edward County whose mother was untrained but who loved her son and taught him all that she knew and learned more with him and with the help of some of the civil rights workers. He went up here to one of the prep schools, and he was tested for the eighth grade which they were sure was going to be a joke and they put him in the **tenth** grade after having been home with his mother for four years and then being tested by our secondary schools admissions test! So there are so many things about this that we've got to learn, such as the capacity of persons to learn and the worthwhileness of whatever efforts that are invested to make things change.

Now I have a theory, a very practical theory, I think, that goes along with this. Do you realize that while we sit here there are 125,000 youngsters in negro colleges in the South? At commencement time they want to graduate between 20 and 30 thousand from Tuskeegee, Hampton, Fiske, Moorhouse, Kentucky State, Virginia State, all across the South. Our country has a gold mine in these institutions, but heretofore, we have watched these persons crawl into business, industry, education and government as though they had come from a reform school or something.

I remember when I went to Yale, they had admitted me because they thought I had graduated from the University of Virginia. Then after I had gotten there and spent my money, they said, "We just found out that this is Virginia Union University---what's that?" I said, "well, that's an accredited college." Well, they looked in secondary school listings and they couldn't find it under the accredited schools. I said "they told me that my school was accredited all these years." So I called up the Dean and he said, "tell them to look in the back of the book under the "approved schools." And there were all of these 60 some negro colleges listed in the back as "approved." So they said, "Well, we're not going to send you home but we're going to tear up this admission and you just go on to school. We'll watch and see how you do and if you do well you can stay." Luckily, I was able to do well, and I stayed.

But this has been our response to these institutions. We haven't put much money into them. They represent the concern and dedication of another generation. Many persons from upstate New York and all over New England went down South in the 1880's to teach in these schools. My grandmother finished one of these schools in 1882. She was taught by all New England puritan oriented persons who came down as missionaries. When that period closed, we just let them sit there. We didn't watch them at all. Now here we are wondering, where can we get our hands on top flight negro leadership. After all, two-thirds to three-fourths of the negroes are still in the South and the problems you have in Newburgh and all over the urban North come right out of the South. So wouldn't it make sense for somebody to give attention to the headwaters of this--to find out how we can improve this whole situation there? A great national effort must now be focused on the 60 negro colleges of the South that can give us 50,000 skilled negroes every year, who are not shocked at a child who is frightened or hostile, who understand this problem, and have these persons deployed throughout the whole urban North, as many of them as can be spared, to give us persons, not who specialize in race necessarily, but who are resourceful in dealing with this problem, to become full and permanent members of the school faculty and who can watch policy shaping and help school systems answer the need that is so critical today.

Now I'm not advocating that these schools should be made negro colleges forever. It's an academic discussion right now however, because that's what they are. They are probably going to intergrate at about the same rate that the private white colleges are going to intergrate in the South. But it surely makes sense to improve them, to make them as strong as we possibly can so that they can make this contribution to our country.

The last point I wish to make is this: The Federal Government is deep into the act, and there are so many people who resent this and wish that the Federal Government would mind its own business and stay out of these other things but, I'll tell you--I just don't see how the Federal Government can do anything but take a bigger initiative in all of this, because there is so much of a disparity in the per capita expenditure, so much of a disparity in the capacity of states to meet these needs that there is hardly any other kind of a leveling instrument available to us except the instrumentality of the Federal Government. In our part of the program, we have a few things that I think are going to pay off. The Headstart Program that everybody liked so much won't show you in one year what it's potentiality really is but in the long run, when the Headstart dividend really pays off, the dividend is going to be seen more in the attitude of parents toward their young children than what the children themselves present to us. The good Headstart program gets parents in the ghettos or wherever the target area is and says to the parent "You and I both are going to get involved now to see to it that little Johnnie gets every enriching experience that he can--that everything is moved out of his life that will hamper his development and we're going to show him that when he approaches school, everything that school has for him he can absorb." Now when parents are shaken like this and are made to know that the school experience is one for the total person, that affects the home and attitude of parents as well, this is going to have a powerful effect. So my message is that the Headstart Program, I predict, is going to have more effect on the homes than it will have on the children and consequently there will be the concommitant effect on the child and on the school system and everybody will benefit.

Finally, there's an Upward Bound Program that's fantastic. We are trying to find 20,000 youngsters that are buried in the tombs and jungles and tunnels of the cities---trying to find them and bring them out to our finer institutions for summer training, then a year long coaching so that they don't lose what they gain and then back for admission to some of the best schools. Don't you know that if we can find 20,000 kids who thought that they were destined to be nothing and get them into the finest institutions and make it possible for there to be a constant flow of from 10 to 15 thousand negroes, Mexicans, Puerto Ricans, Indians, those who have been left out, and not only that but the whites as well who come from deprived areas, to see this phalanx of 20,000 strong coming from deprived families moving through our finest institutions, taking places of responsibility, we're going to change the whole notion in America that there is an aristocracy here of blood and national origin and family background. We're going to prove that the true aristocracy in America is what the founding fathers meant it to be, an aristocracy of intelligence, dedication and character. That's all we're talking about! We're not talking about rewarding people for indolence and ignorance. We're talking about establishing the system which rewards persons for effort and which moves the arbitary barriers and gives everybody a chance to know what it means really to pursue happiness. Thank you.

**Dr. Proctor and Dr. Monson**

# WORKSHOP RATIONALE

by

Dr. Harold Monson, Superintendent of Schools

As many of you know who have been with us for the past two or three years, this is the second time we have had this type of workshop. The first one our good friend, Mrs. Thomas helped us to organize. We did it almost exclusively for elementary school teachers, and we held it at Montgomery Street School. The results exceeded our wildest anticipations. Incidently, this is not an effort of this school system alone. Our friends in the parochial and private schools have participated in the planning and are here today. It's an area concept.

All of us face this problem. All of us have children who have their place in the American Dream; and all of us have the responsibility to make that dream in each generation come true in as far as it can, and to continue as a seed in each generation to come. For only as we do that, do we keep this Republic alive; do we keep what Lincoln called, "The last great hope of earth," a hope!

Now, it's hard to sit down at a table, even with the splendid committee that we have here, with the help of people like Mrs Thomas, even with an inspirational speaker such as Dr. Proctor and the many things he has given us to think about---it's hard even so to think of all the facets and all the problems that we face in dealing with these children. But I'm not quite ready to give up in terms of, as one writer in one of the national magazines this week expressed it, "It's time for the tired educators and the tired religious to get out of the picture and let the poverty people determine their own program." It doesn't work that way. We are tired---but we're not that tired! We have our burden, and we are not getting ready to lay it down. We do have to share it, and we do have to find out where these people are, what their type of thinking is, what the ideas are to which they respond, what techniques, what approaches can help solve this problem.

It isn't a question of substituting one culture for another. It's a question of enriching a culture to which we all belong. It's a question of opening up doors that have been closed, of opening up visions, vistas, of opening up opportunity. It's a question of applying in as far as we can, all of the things we presently know about how to teach and how to reach into the backgrounds of these boys and girls. We must bring them into the world, envisioned in the American Dream; and having brought them in through the means of education, of not only educating them, but of educating ourselves, our neighbors and our community. We must keep the doors of opportunity, which we have described to the disadvantaged, open in the adult society to which we think and hope we are giving them the basis upon which to enter.

It's a big job. It's an unending job. Where one generation begins and ends another one takes off and it is not fixed in 16 year intervals. The generations pass day by day and month by month. It's a continuing process. We've got a lot of problems to face the rest of this morning and this afternoon. Good luck!

## Special Interest Sessions - 10:15 to 11:30 A.M.

The following are summaries or outlines submitted by the recorders for each morning session. Each report was reveiwed and approved by the consultant making the presentation.

### 1. A Review of Federally-Aided Programs in New York State

A. Programs under the Economic Opportunity Act.
Dr. Jack Sable, Office of the State Coordinator, O.E.O.

B. Programs under the Elementary and Secondary Education Act.
Mr. Louis Pasquini, Associate Coordinator, Title 1, State Education Dept.

CHAIRMAN: Ronald Dutcher, Principal, Balmville School
RECORDER A: Michael Grenis, Grade 6 Teacher, New Windsor School
RECORDER B: Stanley Lee, Grade 6, Teacher, New Windsor School
COORDINATOR: John Lahey, Principal, New Windsor School

### A. PROGRAMS UNDER THE ECONOMIC OPPORTUNITY ACT
Dr. Jack Sable - Office of the State Coordinator, O.E.O.

It has taken six decades for American realization that help for the deprived must come in great part from the schools. The poverty program is just a beginning for raising the sights of the "culturally deprived" for the future.

The NDTA began by retraining and providing the original training of those seeking better jobs by giving them an eighth grade education. The Adult Literacy program was designed to equip those individuals on welfare so that they could compete in the mainstream of the job market. Library Services Program focuses primarily on the deprived areas - reaching out rather than waiting for the individuals to come to them. The Vocational Education Act 1963 provided broad vocational programs for non-college bound individuals - both children and adults. 34.6 million Americans live in poverty - which by definition is a family of 4, making under $3,000.

**Louis Pasquini** **Jack Sable** **Ronald Dutcher**

The Economic Opportunity Act - Title 1B - Neighborhood Youth Corps, deals with economically deprived not necessarily just the educationally deprived. This places the responsibility on the individuals to be aided. Title 2A - Community Act - This program provides for a triad. One third is the forces of government, one third is the deprived themselves. It is important to show that on a local level this functions rather than the federal or state government reaching down to help in a detached manner.

Project Headstart has shown great success. There are also segments of the VISTA Program functioning in Orange County. The migrant problem is a serious one in New York State and may be greatly helped by VISTA.

With respect to evaluation, the Poverty Program is not to be considered a total success since there is a great need for a master plan, but it seems like the key to making America better but at the same time focusing on all facets of life in our society.

## B. PROGRAMS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT

Mr. Louis Pasquini, Associate Coordinator, State Education Dept.

1. Mr. Pasquini discussed Federal-Aided programs in general in his presentation and then picked-up Title 1 of the Elementary-Secondary Education Act for a most detailed discussion. It was emphasized that the purpose of this Title is primarily that of helping the disadvantaged child and that $109 million has been allotted for the implementation of Title 1.

Among the types of projects or areas covered under Title 1 of E.S.E.A., Mr. Pasquini mentioned:

1. General Education
2. Summer School
3. Inter-Service
4. Handicapped
5. Pupil Service
6. Welfare
7. Vocaional Educational
8. Programming

2. At this particular time a staff of four from the State Education Department plus eight consultants are working seven days a week in studying submitted projects.

Specific projects that a typical city might develop included:

1. Family Nursery School
2. Expansion of Nursery Service
3. Inter-City Bus Trips
4. Learning Skill Center for Emotionally Disturbed
5. English for Foreign-born
6. Book-mobile
7. Art-mobile
8. Speech and Hearing Therapy
9. Field Trips (Summer School)
10. Improve Attendance Service
11. In-service Programs for Teachers
12. Remedial Service
    a. Reading
    b. Physical Education
    c. Art
    d. Music
13. Psychological Service (Private Schools)
14. Three for Two Plan - Assistance for two teachers where crowded conditions exist
15. Strengthening Program for Composition
    a. Elementary School Counseling
    b. Social Work
16. Typewriter Loan Program
    a. Typewriter Loan to youngsters
17. Developing Instructional A. V. Service
    a. T.V., Radio

Mr. Pasquini concluded his lecture by discussing the future of Title 1. In 1967, President Johnson's plans are to increase the fund to continue the successful operation of this program. The low economic level of income has been raised from $2,000 to $3,000 per year to improve the living standards for the disadvantaged. The American Indian and the Migrant Worker are to receive added economic assistance. The local government will be refunded 90% of any cost for the operation of any of the above projects that are approved.

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## 2. Utilizing Intergroup Relations Information in the Classroom

Mrs. Nida Thomas, Associate, Div. of Intercultural Relations in Education, State Education Department

CHAIRMAN: Joseph Rubino, Grade 6 Teacher, Montgomery Street School
RECORDER: Norman Fleury, Grade 5 Teacher, West Street School
COORDINATOR: William Gaffney, Principal, West Street School

**Background:**

Minority groups, especially the Negro, have traditionally been treated poorly in children's literature and in textbooks.

1. The picture of American society in these readers is presented for the most part as almost exclusively white.
2. Poverty never is shown. People own a home, car, etc. Even farm areas always depicted as prosperous.
3. Americans are predominately blondes, well-to-do, well-dressed.
4. Urban families live in pleasant homes, good furniture, the white picket fence setting.
5. The treatment of the material would possibly make the Negro, Puerto Rican, Southern European - possibly also Jewish origin - feel that they do not quite belong.

### I. HOW TEACHERS CAN MAKE TEXTBOOK MATERIAL MORE MEANINGFUL

A. Introduction of material in the classroom in a normal natural way, all the subjects can be integrated. Some examples are:
    1. Art
    2. Drama
    3. Music
    4. Community Resources
    5. Guests
    6. Field trips - How people live, their jobs, etc.
    7. Reading
    8. Social Studies
    9. Assembly Programs

B. Reading Programs
    1. Stories about the lives of outstanding people
    2. Library resources
        (a) Help from qualified librarian
    3. Book jacket display
    4. Maps, wall charts, portfolio

### II. IMPORTANT CONCEPTS TO KEEP IN MIND WITH REGARD TO THE DISADVANTAGED

A. Recognize people as individuals and not as race members.
B. Provide models that children can identify themselves with.
    1. Bring people into the school to visit with the children.
C. Give children the opportunity to see things for themselves. Then encourage discussion.
D. Do not design a program for the Negro student body only.
E. Use realistic material about the family and community.

F. Set as a goal the breaking down on stereotypes and misconceptions of:
   1. The white toward the Negro.
   2. The Negro toward the white.
   3. Plan for students to work together on mutual situations that have nothing to do with race.

G. The classroom is the best place to begin.

III. SOURCE MATERIALS AND WHERE TO OBTAIN THEM

A. Children's Music Center, Inc., 5373 West Pico Boulevard, Los Angeles, California. They publish:
   1. Records about Negro History and Negro life
   2. Books about Negro life for all levels
   3. Books for brotherhood
   4. Portfolios
   5. Maps (including portrait maps)

B. Friendship Press, Inc., 475 Riverside Drive, New York ($3.00 each)
   1. Portrait Maps
      (a) Twentieth Century Americans of Negro Lineage *
      (b) Indians
      (c) Makers of the U. S. A.

* Portrait Portfolios
Teacher's Guides are available with all maps.

C. Intergroup Relations: A Resource Handbook for Elementary School Teachers, Grades 4, 5 and 6. Published by the New York State Education Department.

Information about the contributions of minority groups can be integrated into regular classroom subjects if the teacher plans lessons with this thought in mind.

NOTE: A complete bibliography prepared by the Division of Intercultural Relations, New York State Education Department is included as an appendix to this Report.

### 3. Development in Educational Television

Msgr. Joseph O'Keefe, Coodinator of Education Television, Archdiocese of N. Y.

CHAIRMAN: Reginald Shaw, Science Coordinator
RECORDER: Elwood Carlson, Science-Planetarium, N.F.A.
COORDINATOR: Bro. B. Henry, Chairman of Math & Science Department, St. Patrick's High School

Msgr. O'Keefe explained that the Archdiocese of New York has not activated their own T V as yet, but when in operation, it will serve an area of 4,000 sq. miles, containing 99 high schools and 312 elementary schools - a total of 225,000 students. There is a cross section of students from areas as different as Harlem and Westchester, with 1124 classrooms in disadvantaged areas.

The system will be a 2500 MC multiple channel system, and as in all systems, equipment and operation will be costly. The "center" of the system will be in Yonkers, where the signal will originate to be transmitted to Staten Island; to Peekskill and from there to Beacon and Liberty for retransmission to individual schools. The first program will be broadcast on May 16, but the system will not be fully operational until September, when all three channels will be put into use.

The reasons for the Archdiocese becoming involved in T V are similar to the common aims of all school systems who consider T V; to improve the quality of education, to help cover expanding enrollment, to make school operation more efficient, to expand in-service teacher training, and to reach and involve the community in the educational process. The program will include: in the elementary schools, two subject areas covered by two or three lessons, providing 4 or 6 T V lessons per week. On the secondary level, classes are scheduled around the high priority courses; A P science and math; and to offer new courses such as economics. The 10% of program time remaining could be used to reach the disadvantaged, in an attempt to teach pride in heritage and the community.

The major danger of E T V - the loss of personal student-teacher contact - is a real danger which needs to be guarded against. Use of the system will require much preparation both in the designs of programs and in the pre and post program lessons. The method need not be intrusive if used according to levels acceptable to the classroom teacher, and as an adjunct to classroom teaching. The advantages seem to far outweigh the dangers, if proper preparation and use are made.

Mr. Shaw then described the proposed Newburgh system with its 4 channels, recording and playback capabilities, and completely independent control of program content and scheduling. He then introduced Dr. Monson who agreed in principal with what Msgr. O'Keefe had said, emphasizing the point that ETV would not replace, merely augment the classroom teacher; that program design would come from staff members, those best qualified to do the best job. He emphasized the need for planning and care in the design and selection of materials, in the preparation of pre and post program materials. Used properly, a tremendous tool in improving the continuity of the eductaional process, one more device in the process of teaching, besides facts, moral and ethical behavior.

Mr. Shaw then reminded everyone of the need to keep an open mind about T V, as about any new technique.

### 4. Reading and the Culturally Deprived - Secondary Level

Mrs. Jane Alozzine, Associate in Reading Education, State Education Dept.

CHAIRMAN: Joseph Kane, English Coordinator
RECORDER: John Kundel, Grade 5 Teacher, Gardnertown School
COORDINATOR: Robert LaMoy, Principal, Gardnertown School

The realization has finally come that elementary schools can't do all!

Reading on the secondary school level has been literature orientated, but for those students who cannot read, an understanding and an appreciation of literature cannot be developed. Therefore, in conjunction with the literature program, the secondary teacher must include a sequential program of skills which will enable the student who lacks the necessary reading skills to become an adequate reader.

Factors in the acquisition of reading ability:

1. Physiological
    a. Vitality
    b. Visual acuity
    c. Auditory acuity
2. Psychological
    a. Intelligence
    b. Emotional status
    c. Motivation

The role of the secondary teacher in educating the culturally deprived student.

1. Use what the child brings from his environment.
2. Work within the child's limits and within his attention span.
3. Since the culturally deprived child usually does not have a long attention span, do not rely solely on textbooks.
4. Adapt the content of the lesson to the specific group you are working with.
5. Develope an understanding of WHY instead of the general and the specific.
6. Most culturally deprived students have not learned basic skills. These skills must be taught. The successful teacher must go back as far as necessary to develop the lacking skills, even at the primary level as a start.
7. The teacher must not depend on commercial teaching materials or textbooks geared to the secondary grades, but must use his ingenuity in preparing lessons on the reading level of the student in his classes.
8. Mutual respect must exist between the teacher and his students.
9. The teacher must be completely honest with his students because they are quick to sense insincerity.
10. The teacher must establish a classroom void of anger but firm in purpose and control.
11. The teacher must not be over-sympathetic; an over-sympathetic teacher often promotes self-pity among his students.
12. The culturally deprived student should be encouraged and inspired as much as possible. The teacher must demonstrate his belief in the ability of the students to learn and exceed his own expectations.
13. An ability must be developed in the student to take tests.
14. The teacher should understand the environment of the culturally deprived student. An awareness of the family structure is important. Are his parent's working? Are his parent's living together? How many brothers and sisters does he have? Is he required to help support the family? The teacher must organize his instructional materials in relation to the child's environment.
15. The teacher should expect more of his students than they expect of themselves.

## 5. Early Prevention of Reading Difficulties Among the Culturally Different

Sister Mary Consilia, O.P., Mount Saint Mary Reading Center

CHAIRMAN: Carole Bellis, Reading Teacher, North Junior High School
RECORDER: Helena Quimby, Grade 4 Teacher, Fostertown School
COORDINATOR: Margaret Faurie, Principal, Fostertown School

The nature of reading must be understood before we can teach children to read. Reading is basically getting meaning from a printed symbol. It involves translating from a code the thoughts, ideas or acts of the author. In order to decode this communication, the child must learn the printed symbol.

Because of association, we must remember that a picture is closer to a child than the printed word. By using pictures, a child can tell what the picture means to him. As an example: a picture of a father holding his child's hand may bring from the child such words as holding, touching, grasping, clutching. This is a simple method of expanding the child's vocabulary. A lesson in phonics can evolve from this method.

There is **no** reading **without** meaning since it is a transfer of thought from one person to another.

There are many preliminary stages to learning to read. We cannot "read" reading for it is not a body of facts like history. It is a skill which must be developed.

The most important preliminary to reading is the preparation of the child's mind. Experiences vary and therefore the first area should be to supply the child with background. Some may need different treatment since they lack this vital experience. For instance, the word "merry-go-round" triggers something in the minds of those who have experienced this activity, whereas it would be meaningless to one who had not. To aid in providing background, classrooms should be filled with pictures accompanied by stories dictated by the children.

The teacher must talk repeatedly--substituting words until they understand that, for instance, looked, peeped, glanced, stared, peered and watched are all some type of seeing.

The individualized reading program is most essential. We should be less concerned about a child reading on the instructional level (where we think he should be reading), but instead let him read at his own level which can be mastered with ease with occasional help from the teacher on contextual clues. It is noted that the frustration level is the **highest** level a child can manipulate without help from the teacher.

Is every child a disabled reader? Is Susan the same as Johnny? No two can be compared. The three types are (1) able, (2) less able and

(3) disabled. Some are not disabled--they are less able. These two types of children need two types of treatment. We should help them progress with what they have to progress with. The disabled constitutes an administrative problem in the school and calls for a complete retraining in the reading program of the child.

The **less** able require the calming, sympathetic influence of an understanding teacher in order to help the child progress at his own rate to the best of his ability.

We must make a distinction between the **less** able and the disabled. Why did the disabled break down? Was it only in reading or in other subjects as well? If the breakdown was in reading only, why? We must seek the answers to these questions if we are to help children achieve the goals of reading instruction in accordance with their individual learning capacities.

### 6. Socio-Psychological Characteristics of Disadvantaged Children

**Mr. Edward Ponder, Director of Extramural Training Programs; Institute of Developmental Studies, New York Medical College**

**CHAIRMAN: Rev. William Burton, Pastor, Ebenezer Baptist Church**
**RECORDER: Jean McCormack, School Nurse-Teacher, Liberty Street School**
**COORDINATOR: James Sparrow, Principal, Washington Street School**

Teachers' identification of disadvantaged children should be interpreted in the context that children are human beings with diversified cultures as ways of life. The concepts of disadvantaged, underprivileged and culturally deprived are value judgments that may vary geographically, sociologically, and technologically. An intellectually gifted ingenious person may become disadvantaged if transferred to an unfamiliar culture. Upper class children may be disadvantaged in human inter-relationships because of parent substitutes.

The disadvantaged are not limited to socio-economic, racial or ethnic groups. However, on a continuum, statistics prove that more children from lower socio-economic slum areas are culturally deprived. Overcrowded, noisy, cluttered, unsanitary living conditions inhibit children's auditory, visual and cognitive perceptions. Children "tune-out" as a defense mechanism. "Tuning-out" results in weak perceptual auditory and visual perceptions related to reading and other language arts.

Low levels of parental education inhibit parents' awareness of goals of education. Restricted parental vocational opportunities and limited wage earnings due to lack of training often have limiting effects on the formation of childrens' self-images, and their future vocational aspirations. Low incomes limit their cultural experiences. Children have apathy toward school.

Besides having a separate apathy toward school, these children have a cumulative deficit of a weak self-image and relate ineffectively to other people. We must be careful to assess childrens' needs realistically to help them develop a confident self-image and help them to get along with others. Delinquency and school dropout can be assessed as cultural failures in response to the social system.

Family living and home structures are affected by economic dependency. Child neglect must be discriminated from unavoidable sundered family ties. Fathers leave home for prolonged periods of employment and many other reasons. Problems of working mothers require our empathy. Frequent family unemployment create health and personal appearance problems involving vitality and self-concept. Older siblings and extended families become parent substitutes. Separation, divorce, widowhood, foster homes, residential childrens' homes change family structures and may involve contacts with social agencies.

Pre-service and in-service programs are needed to help sensitize school personnel to discriminate individual social, emotional and academic needs of the disadvantaged. The critical need is to involve parents in educational programs. This is dramatically stressed in Project Headstart. Continuity of home and school is encouraged in parent workshops, role-playing sessions, parents reading to children, teacher home visits and field trips.

Psychological testing makes it possible to quantitively estimate intellectual endowment and learning potential. Present psychometric standardized tests are not adequate because we **assume** what children should know based on middle class cultural values unrealistically related to lack of similar cultural experiences of the disadvantaged. It is not fair to make generalized judgments on numerical IQ scores. They are merely an indication of what a child is doing at the time tested.

Research at the Institute of Development Studies focuses on four areas:
SELF-IMAGE
AUDITORY AND VISUAL PERCEPTUAL DEVELOPMENT
LANGUAGE DEVELOPMENT
CONCEPT FORMATION - COGNITIVE CONCEPTUAL EXPERIENCES

Teachers instill confidence in the self-image by selecting activities that strengthen the self-concept. They teach children how to learn skills and not mere rote facts. A child's name is used to help his self-identity as a person. The use of camera, photographs, mirrors, art profile silhouettes further reinforce the self-image. A personalized booklet for sharing at home correlates the home-school image. Follow-up personalized booklets for school use at different grade levels further dignify self-concepts.

Weak perceptual foundations based on noisy cluttered homes affect auditory and visual discrimination related to reading skills and other language arts. Simple uncluttered classroom structure and uncluttered audio-visual materials can help to improve tactile sensory perception and personal involvement in functional reasoning.

The four levels of language development can be utilized in teaching language arts - vulgar level of home language, colloquial standard, American standard of informal speech and litery language.

Disadvantaged children learn the vulgar level of home language because they lack models for other speech. It is rich and typical of their social milieu but not applicable in school. It lacks a vocabulary of verbal labels. In the (ALM) audio-lingual method approach to language, the teachers provide a language model in a "cross-cultural dialogue" transfer of learning in verbal communication.

Letting children talk teaches us how they learn. Allowing them oral expression on their own level promotes their language communication skills - (what language essentially is - communication).

School personnel nurture a climate and attitude for change and flexibility to try new creative approaches for individuation for the disadvantaged. Teaching is a one-to-one "human engineering" inter-relationship between student and teacher. Teachers' acceptance and attitudes affect childrens' progress. Many experiences are not measurable quantitatively. Much teaching is geared for qualitative intangible social and emotional growth and inspiration. The teacher's sincere commitment is what counts.

### 7. Approaches to Teaching the Disadvantaged

Sister Claire Marie, S.C., Department Director, Archdiocese of New York

CHAIRMAN: Sister Jean Rosaire, O.P., Dept. Director, Archdiocese of N. Y.
RECORDER: Sister Mary Michele, O.P., Teacher Gr. 8, Bishop Dunn Memorial School
COORDINATOR: Sister Mary Emmanuel, Principal, St. Mary's School

The key to success in any program is that the teacher must be adequately prepared. The purpose of the talk is not to propose techniques for teaching, but just approaches. It is more important to ask the right questions. We are working toward the right answers, but we have not arrived yet. If the right approaches are given, then the individual teachers will come up with the right answers.

The first requisite is that we have the confidence that these children are teachable, perhaps not in the traditional method, but in a way that we are still seeking. We may find in this newness a tremendous help to teach all children. We may also see as we use our own personal resources to aid, that we ourselves in turn will develop.

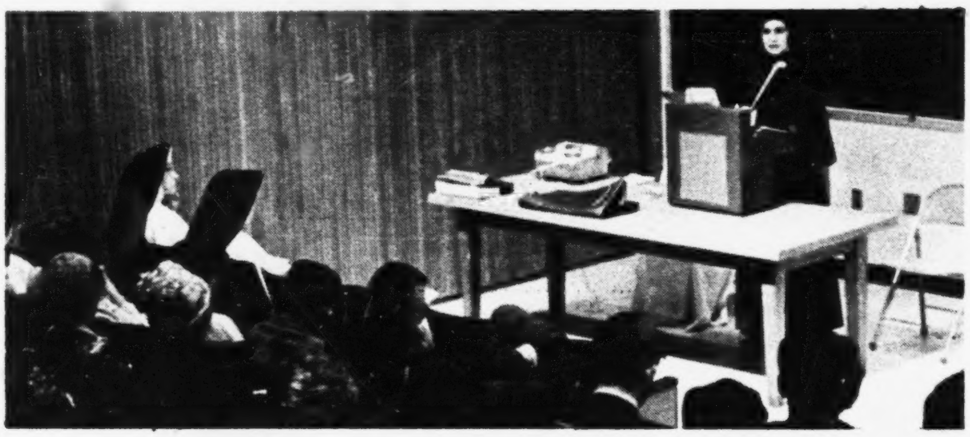
When we speak of the disadvantaged, we are not talking about the mass, or cases, but human persons. They are economically poor, usually minority groups, but they have the same essential qualities as the rest of men.

The basis, cause and effect of poverty is alienation from society. America is a competitive society. There are pressures from nursery school to college, to work situations. This comes from the attitude that a person's worth as a human being is measured by his status in society.

All of us are affected by this. There's always that push to get the better car, better house in a more exclusive neighborhood, high ranking college. In the school we are constantly prodding the children to get better grades, to look for better jobs when they are older. The fact that the disadvantaged have not been able to make it is physically evident to them in their environment. This breaks down the possibility of interpersonal relationships. Life becomes worthless. We know from our own experience that relations with others give us the impetus or psychic energy to do something worthwhile with our lives. This has been the failure of so many poverty projects. The person was not considered, only the externals.

Each of us must be convinced of the fact that we are worthy of respect no matter what our condition is. If we respect ourselves and accept our condition as it is, we can live as human beings in whatever circumstances we are. Then we can also accept others genuinely as human persons. This acceptance of our situation does not mean apathy. It means that our living does not depend on the next step up the ladder.

It is not easy for a middle-class teacher to come into a poor environment. The key to the approach is the development of relationships, and sensitivity to the worth of others. The child of poverty has been pushed down. His interpersonal relations have been wholly inadequate. This is transferred directly to the school. Challenge is not what they need. They are starved for warm human relationships. Psychological encouragement must permeate the whole area of curriculum. Where possible we should work with persons outside the school, in the homes, or in community projects. Cooperation with the people from other disciplines would help us get involved. The failure of the school system in general is this poverty of relationships or the neglect to look beyond.



A group of albums known as the **Urban Education Series** has been recently published by the John Day Company, New York. The pictures are multi-ethnic, multi-religious, multi-everything. Each were initiated by the New Haven Public Schools to develop language ability with experiences through golden age clubs. They could give children the opportunity to identify negatively or positively with persons represented. Social studies concepts and ideas of environments are enhanced. Most of all it induces discussion, which cannot be overemphasized in teaching.

Role playing has also met with much success, particularly with younger children. The creative expression of art, music, drama enable them to freely tell their ideas about discipline, and other solutions to problems. It gives them a feeling of success, and it is accepted more readily, because it is non-verbal.

The curriculum must be adapted, but this does not mean watered down. The best education for everyone is not necessarily the same kind. For example, language usage for the disadvantaged child might be a study of the dialog patterns of his particular national group. The school should make use of the positive values of the particular culture by employing teacher-aides from the neighborhood. This gives the children the opportunity to respond positively toward those of their own neighborhood.

Coming from crowded conditions, the children tend to turn everything off. Our message must be made more meaningful, in order to offset a like response from them. We must start at their particular interest level, and build up learning from there.

## 8. Working with Parents of the Culturally Deprived

**Mr. Herbert B. Goldsmith, Senior Consultant, Educational Resources Center**
**Bank Street College of Education**

**CHAIRMAN: Marlene Tatum, Attendance Teacher**
**RECORDER: Gladys Stewart, Grade 6 Teacher, Union Grove School**
**COORDINATOR: Alfred Hopper, Principal, Union Grove School**

Mr. Goldsmith said that it was important to involve the participants, the parents and teachers in the problems of the disadvantaged child. Parents must feel and identify to the school and all problems concerning their children.

Nurses, attendance officers and teachers must all cooperate to include the parents and cause them to build trust in the school so that problems dealing with the child can be solved.

The classroom teacher is the main one in dealing with problems concerning children, but is often the last person to be consulted as to plans that are supposed to solve any and all problems.

Mr. Goldsmith spent six years working in the ghettoes of New York. His function was to discover whether Puerto Rican and Negro parents had interest in their children, whether they were really interested in doing anything about problems. He found that most all parents were concerned, did have aspirations for their children. They do want an education for their children. Parents want their children to rise above their own poor education.

Stable
Strained
Copers

Mr. Goldsmith feels that schools have said welcome to parents and children of low level families, but they were really not interested in them. Parents have the feeling they are not welcome in the school and so when meetings are called, there is no response. Parents feel deep alientation towards schools. When they have come to schools, they feel rejected, expecting to be talked down to, feeling subordination. It is a very difficult position. The relationship is very difficult between the disadvantaged and the school.

The parents are aware of the gap between promises and results. They are nervous, afraid, tend to keep distance. This makes less opportunity for interaction. Teachers, field workers, meet opposition from parents concerning children's problems. Parents are sensitive to differences in people. We have a tendancy to look at lower classes and class them all the same. Mr. Goldsmith said that people who get welfare aid are looked down on. The question of where you get your money is important.

There are four styles of life:

1. Stable: poor, unskilled, low income workers with a history of economic security, family stability, and good family living.
2. Strained families: family instability, broken families feeling pressure.
3. Copers: prone to illness.
4. Unstable: can't hold jobs, lots of illness, also mental illness.

The children gave three ways to keep the formula open: (1) Develop the approach, analyze parents. (2) Come to grips with the role we want parents to play. The school has never fixed the role of a parent. We want to support school authority. Parents are supposed to give the child some aspirations for the future. (3) Look for what is the system approach to parents. The system must be committed so that resources are provided. Courses of interviewing should be given to teachers so that parents and teachers can come together. Teachers need to learn a way to communicate with parents.

The poverty program is failing because there are many variables to deal with. You can't treat all people the same way. We must change our method if we're to get along with people.

It would take a billion dollars to close the gap between white, negro, and poor white families. There is a need for us to share leadership with parent leaders in the community. These parents have the potential to rise above their present surroundings.

The classroom should be open. Parents should be urged to come to school to understand the ways of school and become part of it. We must build a level of confidence. People need visible proof of caring for children by teachers. Parents who come first are communicators. We must give parents the opportunity to build trust in schools and teachers and feel welcome. The teacher must serve as a wedge, a possibility for trust in the schools. The school is the major socializing factor. It has tremendous influence on what a child is to become.

The language in a school can be developed in a school. Children should be urged to use the power of speech, must be allowed to talk, to express. Children need to talk about thoughts, to develop relationships themselves. If education is inappropriate, disadvantaged children suffer. We must change the professional outlook. Initially we cannot talk about race, but be able to talk about relationship with school. We must develop trust and relationship, but we cannot erase a sense of inequality of the races. Children deserve all that can be done for them regardless of race or color. If children are secure and develop and have trust in a teacher, race is not a barrier.

Mr. Goldsmith ended his speech with these thoughts. If you believe in something, do something about it. Opportunities are there. It's a virgin field.

## AFTERNOON PROGRAM

1 - 3:30 P.M.

General Session - Auditorium - 1-2 P.M.

Introduction: Albert O. Kingsley, Assistant Superintendent of Schools

Address: IT'S TIME FOR A MOON-SHOT IN EDUCATION

Dr. Frank Riessman, Professor of Educational Sociology, N. Y. University

**Dr. Frank Riessman**

In the past several years, enormous interest has been expressed concerning the education of the disadvantaged, inner-city child. Programs developing in various cities throughout the United States have met with varying success:

....Negro Assistant Superintendent of Schools, Sam Sheppard has quickly brought youngsters up to grade level in St. Louis with special motivational appeals to parents and youngsters and a new "listening" approach to teachers.

....Special teacher preparation developed at Hunter College in New York appears to aid teachers in "slum" areas.

....New approaches have overcome illiteracy in adults with surprising speed in the Army.

....Programmed learning has had some marked effects on drop-outs in New York and prisoners in Alabama whose level of intellectual functioning was quite low. *

....Montessorian techniques have achieved results in Los Angeles and Mount Vernon; imaginative hip lessons combined with role playing have proved exciting in Syracuse; team teaching has worked in Pittsburgh; new readers have improved reading levels of educationally deprived youngsters in Detroit.

Despite these encouraging reports, large-scale improvements in the learning of disadvantaged youngsters have not been achieved for at least three reasons:

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* Non-graded classes, multiple periods, use of imaginative game-like techniques, to name just a few other approaches, have also shown considerable potential.

1. The efforts have been piecemeal and unintegrated. One technique is used here and another there but there has been no theoretically directed integrated approach.
2. The major emphasis has been on deficits and "compensatory" efforts directed toward overcoming them; there has been little understanding of how to use the strengths and positives of disadvantaged youngsters, if, indeed, it is recognized that these strengths exist at all.
3. There has been no concerted effort to meet the felt needs of the teachers - for lower student-teacher ratios, techniques that work, a voice in decisions that affect them, etc. The classroom teacher has not typically been perceived as the strategic change agent for massive improvement in the learning of the poor. * (Instead, much stress has been placed on parents, pre-schools, teaching machines, psychological guidance and special services.)

The present period combines strong demands of the Civil Rights movement for **quality** integrated education, with tremendous financial support from the Federal Government plus a "Great Education President." In this climate, it would seem that a revolutionary breakthrough in the education of the poor can now be planned, as a first step in revitalizing our public schools and winning back the middle classes who have fled to the private schools. It is truly time to aim for the moon and not accept improvement up to grade level.

What, then, should be the ingredients for our projected revolution in education? Should we combine all the various features that have worked in a kind of potpourri or should we rather selectively choose approaches based on an analysiswhich offers an explanation in a coherent fashion of why they have worked. The latter is not only theoretically more meaningful, but probably less expensive.

We would now like to propose the outlines of such a program. **

### The New Manpower

Perhaps the major complaint in the schools today is the large classes that each teacher must manage. The ratio of students to teachers is frequently greater than thirty to one. New manpower to assist the badly overworked teacher is the paramount need of the day. Where can it be found?

The utilization of large numbers of people drawn from the ranks of the poor themselves, so called nonprofessionals, to serve as teacher assistants, teacher aides, parent-teacher coordinators and the like may be the answer.

Currently in the classroom there is but one designated role - teacher. Incorporated in that role are a great number of diverse functions - the teacher is an educator, but he is also a clerk, a custodian, an operator of audio-visual equipment, and an audio-version of a printed book. In many slum schools the impression gained is that the teacher is part lion tamer and part warehouseman. The latter roles must be eliminated and many of the others can be assumed by less qualified personnel.

The use of this new kind of nonprofessional manpower would serve a number of positive functions:

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* The current concern for a national Teacher Corps and special teacher training programs sponsored by NDEA, etc. is in the right direction.

** The program could be placed within the framework of the developing educational parks or educational complexes which would allow for economic utilization of a great variety of new techniques and facilities (educational TV, programmed learning, team teaching, etc.) under one roof, but is not necessary for our moonshot.

1) it would free teachers from the many nonprofessional tasks they now perform, e.g. taking attendance, helping children on with their boots, tying children's shoelaces, running moving picture projectors, taking youngsters on trips, etc. The new Teacher Aides would take over many of these tasks freeing teachers for their basic professional assignment, teaching and teaching creatively.

2) The nonprofessionals (especially males), drawn from the ranks of the poor, would serve as excellent role models for the disadvantaged youngsters in the schools; the youngsters would see that it is possible that people like themselves drawn from their own neighborhood can "make it" in the system.

3) Communication between the trained nonprofessional and the disadvantaged youngster would probably be good because the nonprofessional drawn from the neighborhood speaks the language of the poor and understands his peers. Many of the advantages of peer learning or learning from people at the same level would be utilized.

4) The atmosphere of the school will be quite different and many of the management problems that are anticipated in the urban, newly integrated schools, might be dissipated. *

It goes without saying that the use of aides would not be imposed upon teachers. In fact, teachers' associations and unions should participate in the entire planning for the use of nonprofessionals, and guarantees should be introduced to insure that no aide infringes on professional domain by engaging in actual teaching or other professional functions.

Probably the best way to introduce nonprofessionals into the system, is to ask teachers to volunteer to accept an aide to assist them. The teachers who select themselves can then define the tasks on which they would like nonprofessional assistance. (They may also receive consultation on this from the program planners.) It is quite likely that if the aides are really helpful, the program will contagiously spread and other teachers will request nonprofessional assistants for their classrooms. In this way the idea can be institutionalized wiith the full cooperation of the professional staff and the new professional-nonprofessional team can be built on a solid foundation.

Teachers not only need new manpower to assist them in the classroom; they need a new approach as well.

Too often nowadays, teachers are being asked to act like psychologists (understand the underlying emotional conflicts of the child); like sociologists (appreciate the environment and culture of the deprived); like prison guards (keep order and prevent violence); like substitute parents (love the children); like ministers (impart the right values).

It is time that teachers concentrated on teaching and develop and apply that art and science to the utmost. It is toward this objective that the following techniques are directed.

But before turning to the techniques themselves, a word about basic classroom strategy.

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* The tremendous shortage of school personnel, predicted for the next decade, might be drastically reduced through the employment of one million nonprofessionals in the schools. For a more detailed description of how nonprofessionals could serve the school, see **New Careers for the Poor**, by Arthur Pearl and Frank Riessman, Free Press, 1965, Chapter 4. **It is axiomatic that teachers would have to be trained and assisted in utilizing the nonprofessionals.**

### Basic Classroom Strategy

Everything the teacher says and does in the classroom should be related to learning. He should repeat over and over again. "I am here to teach and you are here to learn." This should be expressed in the teacher's every action and should be related to every rule and value.

Thus all rules related to punctuality, aggression, etc. should be strictly oriented toward their usefulness in relation to learning. (e.g. "We can't conduct a class if children fight, come late, walk around, etc.") This is not a minister informing children about values -- that fighting is "bad." It is rather a teacher conducting a class.

### Techniques and Goals

The emphasis on teaching technology is very important in the entire effort. Teachers cannot be expected to become sociologists or psychologists and acquire an intensive understanding of the psychology vs culture of the poor. Rather, they must come to simply understand something about how the techniques they are utilizing are related to the style and strength of the poor but the emphasis must be on the techniques themselves. As teachers successfully utilize these techniques, their confidence will improve and their motivation will be enhanced. Our accent, therefore, is on giving the teachers what they want, namely know-how.

The techniques to be employed should be based fundamentally on the goals one is striving for with the disadvantaged. I do not have the goal of simply producing a carbon copy of the middle-class child. *

To aim for this middle-class replica is not only inappropriate in principle but actually not easily achievable in practice. The disadvantaged child will probably resist this objective and to the extent that he acquieses, will become a poor edition of the middle-class youngster - a very faded carbon copy. My objective, therefore, is to build on the strengths of the inner-city child, not to deny them or suppress them, but rather to utilize them as the key to developing, for example, language and interest in language. But my concern for building on the strengths of the disadvantaged child is not simply so that he can be more efficiently brought into the mainstream of American life; rather I want also to have him bring into this mainstream some of his characteristics: his style, his pep, his vitality, his demand that the school not be boring and dull, his rich feeling for metaphor and colorful language.

In another area one group of disadvantaged people in America, the Negro people, have made an enormous contribution to the mainstream of American life through their articulate non-compromising demands for integration "now." These people have brought a new morality to American life as a whole. To the extent that we are beginning to move toward integration through law and practice we are beginning to hold our heads up high and feel again like democratic, ethical, human Americans. This is what one minority disadvantaged group has given us in another area of life. In education, likewise, the mainstream of American life can profit from what the various groups among the poor can bring to the school system both in terms of the demands made upon the system that it be

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* The real question for those who want to "middle classize" the disadvantaged child, relates to which middle class and which middle class goals and values - the professional upper middle class; the anti-intellectual lower middle class; the new hip class that has adopted much of the speech and some of the manners of various disadvantaged subcultures; the progressive student left, etc. Furthermore, isn't it possible that the disadvantaged youngster will selectively choose those middle class characteristics that at least articulate with some of his own traditions and feelings?

peppier, livelier, more vital, more down-to-earth, more real and in the style and interests brought to the school. This style will enable the school to become far less bookish and will enable it to utilize a great variety of styles - an action style, a physical style, a visual style - far more than the over-utilized and over-emphasized reading-lecture styles traditionally in vogue.

The techniques that I will discuss are uniquely related to these goals and to the belief that there is a positive style in the disadvantaged which can be utilized to the great benefit of all classes. But if this goal is not accepted, the techniques can still be utilized with varying degrees of effectiveness. Thus the reader can go on even if he does not accept the overall objective.

### The Dialect Game

The best way to illustrate the relationship of the teaching technology I am advocating and the goals being put forth is to take a look at one very simple technique which I learned from a teacher who evolved it out of her own practice. I call it the **dialect game**.

One day a youngster said to this teacher, "Do you hear that boid outside the window?" and the teacher responded, "That's not a boid, it's a bird." Following the old joke, the youngster replied, "He choips just like a boid." It is fairly clear that this way of teaching the youngster the standard pronunciations of words might not only be unsuccessful in its avowed objective, but might, in addition, produce cognitive confusion about the object itself.

The teacher thereupon decided that it would be very easy to teach youngsters the standard pronunciations if they would not be required to reject their own dialects, their slang, their hip language. So she decided to play a game taking any word at random and asking the youngsters how it would be said in their language and how it should be said in the standard language. The youngsters, as well as the teacher, found this game very exciting and both learned a great deal. They now were learning the new words as they might learn a foreign language and they were discovering that their own language was perfectly acceptable and merely had to be used in the proper circumstances - in their discussions with friends, family, and on the street. While for formal purposes, another language was appropriate and was being taught in the school. But something else happened in this situation. The youngsters began to become very much interested in language as such; e.g. in dicussing the hip word "cool," it was decided that words like "calm" and "collected" and the advanced word "nonchalant" were fairly appropriate synonyms. However, it was also noted that these words were not perfect equivalents of "cool" and thus, indirectly, language nuances were taught. Youngsters began to understand why we use certain foreign words that are not completely translatable, i.e. "coup d'etat," because they have special connotations or overtones in their original language which our language could not duplicate.

They learned something else, too. They learned that their own language was not something negative to be denied or suppressed, but that actually many of their words had nuances and meanings which had not been fully acquired in the standard language and that therefore the slang and hip words had been adopted by the larger culture. So today "jazz," "cooling it," "copping out" and many, many other rich colorful words are in accepted usage in the English language in conversation, etc. This is building on their positives, not rejecting them and bringing their strengths and interests into the mainstream of our life.

There are a number of other simple adaptations of this dialect game.

Recently in tutoring a disadvantaged high school student in English, I employed a hiptionary in a completely systematic and formal fashion. The first and rather immediate result was that the student learned a great many new English word definitions for the "hip" words with which she was long familiar:

| **Hip Word** * | **Definition** |
|---|---|
| "bug" | to disturb, bother, annoy |
| "cut out" | to avoid conflict by running away, not considered admirable or honorably accepted |
| "cool it" | to be quiet, peaceful, tranquil |
| "far out" | not comprehendable |
| "weak" | inadequate, inappropriate |

Words such as "tranquil," "inappropriate," etc. were not known by this youngster, but through use of the hip "word game" she quickly became familiar with them and derived great pleasure from a new found use of various "big" words.

Another interesting illustration is furnished by the problem of teaching English to Puerto Rican and Mexican children entering our school systems in New York, California and other parts of the country. The typical tendency is to force these youngsters not to speak any of their mother tongue, namely Spanish, but rather to insist that they speak only English, on the supposition that this would be the best way of their acquiring the English language. While this may be a perfectly acceptable way of teaching language to an adult in certain contexts, when it is associated in the child with rejection of his minority culture, (something he experiences quite frequently), he is not likely to be an apt pupil in the new language. Furthermore, he is constantly in the inferior position of having to acquire this language while the remainder of the youngsters in the class already know it. The dialect game can be utilized beautifully to reverse the whole procedure. Instead of emphasizing the need for the Spanish to the American children. In other words, both languages become important in the class. The English children have an opportunity to learn a foreign language, presumably a positive benefit when that language is French or Latin, and the Spanish children can be placed temporarily in the position of some superiority through helping others. In addition, of course, in order for the Puerto Rican youngster to teach Spanish to the American child, the Puerto Rican child must be able to communicate to some extent in English and in the very process of teaching the foreign language, he must acquire more English in order to communicate (unless **he** arbitrarily insists that only Spanish be spoken when he is instructing!)

Thus the dialect game which can be utilized by anyone as a gimmick or an auxiliary technique in teaching, takes on considerable depth when seen in the context of two cultures, two languages functioning alongside of each other, both being respected, both affecting each other - with no condescension toward the minority culture.

### The Helper Principle: Learning Through Teaching

Another fascinating approach to the expansion of classroom learning is to be found in Lippitt's intriguing "Peer learning" experiments which demonstrate that youngsters in the sixth grade can be helpful in teaching younger children - and can benefit themselves from playing the teacher role.

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* The words in this list were taken from a hiptionary entitled, "The Other Language" developed by Anthony Romeo at Mobilization for Youth, January 1962, unpublished.

At the recent White House Conference on Educationn, Professor Jerrold Zaccharias proposed that we have students teach as a major avenue for improving their own learning and Montessorians have long utilized children to help other children learn in the classroom.

Mobilization For Youth has used homework helpers with a fair amount of success, in that the recipients of the help showed some measurable academic improvement. It may be that even more significant changes are taking place in the high school youngsters who are being used as tutors. Not only is it possible that their school performance is improving, but as a result of their new role these youngsters may begin to perceive the possibility of embarking on a teaching career.

A connected issue worthy of mention is that in the new situations in the schools, where (hopefully) integration will be taking place, youngsters coming from segregated backgrounds will need help in catching up, in terms of reading skills and the like. It is generally argued that the white middle-class children who do not need this extra assistance will suffer. Their parents want these youngsters to be in a class with advanced pupils and not to be "held back" by youngsters who are behind.

However, in terms of the helper principle, it may very well be that the more advanced youngsters can benefit in new ways from playing a teaching role. Not all fast, bright youngsters like to be in a class with similar children. We have been led to believe that if one is fast and bright he will want to be with others who are fast and bright and this will act as a simulus to his growth. It does for some people, but for others it most certainly does not. Some people find they do better in a group in which there is a great range of ability, in which they can stand out more, and, finally - and this is the point of the helper principle - in situations in which they can help other youngsters in the classroom. In other words, some children develop intellectually not by being challenged by someone ahead of them, but by helping somebody behind them, by being put into the tutor-helper role.

As any teacher can report, there is nothing like learning through teaching. By having to explain something to someone else, one's attention is focused more sharply.

The helper principle may be especially valuable for disadvantaged youngsters because in their informal out-of-school learning, they tend to learn much more from each other, from their brothers and sisters, than from their parents reading them a book or answering their questions. They are essentially peer learners by style and experience.

### Capturing the Action Style Through Role Playing

Role playing can be used, as Professor Senesch observes, to teach arithmetic and economics (by "playing" store); to teach history by acting out, for example, George Washington signing the Constitution; even language can be taught by acting out words (in fact, the game "In the Manner of the Adverb" consists of "doing" the adverb - e.g. walking **quickly**, writing quickly, etc.

Role playing has long been popular with disadvantaged youngsters. This appears to be so because the technique is very congenial with the low income person's style: physical (action oriented, doing rather than only talking); down to earth, concrete, problem directed; externally oriented rather than introspective; group centered; game-like rather than test oriented; easy, informal in tempo. In essence, disadvantaged youngsters tend to work out mental problems best when they can do things physically (whether it be through role playing, dance, taking a trip, etc.).

**A Route to Verbalization.** In role playing sessions it has been observed that the verbal performance of deprived children is markedly improved in the discussion period following the session. When talking about some action they have seen, deprived children are apparently able to verbalize much more fully. Typically, they do not verbalize well in response to words alone. They express themselves more readily when reacting to things they can see and do. Words as stimuli are not sufficient for them as a rule. Ask a youngster who comes from a disadvantaged background what he doesn't like about school or the teacher and you will get an abbreviated, inarticulate reply. But have a group of these youngsters act out a school scene in which someone plays the teacher and you will discover a stream of verbal consciousness that is almost impossible to shut off. *

We cannot detail here all the various techniques and approaches that might be utilized in our moon directed program of education for the poor. **Scope** magazine presents a great variety of games and approaches suited to the "action" style of these youngsters.

Any of the following might be important "extras" to be added depending upon the **style, interests and abilities** of the teachers involved in the program:

1. The "organics" approach of Sylvia Ashton Warner (The Teacher). This should be especially valuable in utilizing the interests and strengths of the youngsters, and guard against their being "acted upon" (the current trend in many of the "compensatory" programs designed for disadvantaged who are supposedly "deficit" ridden).
2. A "modified" curriculum, developed by Gail Donovan in Boston, which stimulated vastly increased interest in literature among poor youngsters.
3. Use of the dance as a method for developing concepts and language as developed by Claire Schmais in Washington, D. C.
4. Jensen's techniques for developing "verbal mediators" (silent speech, so to speak) in problem solving.

### Blueprint for a Revolution

Piecemeal approaches to the improvement of the education of the poor have provided many exciting experiments and some definite gains in learning. The time is now ripe for an all out attack, integrating our best knowledge in an effort to produce truly large, enduring improvements in the learning of disadvantaged youngsters **at all ages**. This requires leadership, new techniques and new manpower.

In order to fly to the moon in educating the poor the following are proposed:

1. Nonprofessional teachers aides, recruited from among the poor themselves, to assist teachers so that they can more fully play their professional roles as teachers. This auxiliary manpower can also provide excellent male role models for educationally deprived youngsters.
2. Young teachers who would be trained in the use of teaching

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* Role playing has been utilized to some extent in the schools but there has been little awareness of its special potential for connecting with the style of the disadvantaged and as a crucial avenue for developing their verbalization. Its use may serve a very different function for middle class children; it may force them to be more concrete and reduce some of their over intellectualization tendencies. Teachers should be aware of these different potential uses of role playing.

techniques (e.g. the dialect game, the helper principle, role playing, etc.) attuned to the styles and **strengths** of disadvantaged children. The positives must come first and around these positives we can begin to correct the limitations of the child in relation to reading, school know-how, language skills, etc. If the teacher expects more, he will get more if his positive expectations are built on an understanding of why he is using the exciting new technologies.

3. In-service Teacher Institutes using trained Master Teachers to introduce knowledge and techniques related to immediate classroom problems. An attempt should be made to have teachers use techniques that fit not only the style of the children, but their own style and interests as well, (style match).
   Full participation of the trainees should be intensively solicited with regard to encouraging them to formulate their needs, how they see their problems, and their suggestions for meeting these problems. Hence, small teacher meetings should be organized to discuss (and role play practice) ways of meeting classroom difficulties. In this context, the trainers would offer for discussion, techniques that have evolved elsewhere. A group or team approach would be a central feature in the training with a strong emphasis on building **esprit de corps**.
4. New urban readers and other appropriate curriculum materials and especially the new teaching machines (programmed learning). Readers that have been developed in Detroit by Follett Publishing Company and in New York by Bank Street College, and published by MacMillan should be included in the program. These readers incorporate disadvantaged people and themes in a more representative view of urban life and the research in Detroit indicates that **all youngsters read better with these readers**, not only disadvantaged children - that they laugh more and feel that the stories are more interesting and lively.
   The new literacy techniques, Words in Color published by the Encyclopedia Britannica and Woolman's Progressive Accelerated Technique are achieving dramatic rapid results with non-literate adults and we would suggest that they become integrated in the proposed program.
5. New administrative arrangements such as team teaching, multiple periods, nongraded classes, educational parks, intensive extra school programs (during summers, weekends, and after school hours). These extra school programs can introduce specialists into the school, such as artists, dancers, musicians to develop the artistic talents of the youngsters. Tutors could be brought in here also and special uses of programmed learning and educational TV could be planned.
6. Special parent-teacher groups, led by nonprofessional parent educate coordinators, directed toward developing full, genuine **two-way communication** between the parents and the schools. Parents could be involved as important supportive elements in the program. They should be used to back up the role of a school that really wants to teach the child and they should be listened to attentively by the school and by the nonprofessional parent-education coordinators who mediate between them and the school. They should not be asked, however, to read to the children or to do homework with them or any tasks which they find essentially uncongenial. They can function to check-up on the homework as Sheppard has had them do in St. Louis and to

work in a unified way with the school encouraging the child to learn, to attend punctually, to do his homework, etc.

7. Finally, what is needed for our moonshot is an astronaut - an exciting committed educational leader. Fortunately there are a number of such qualified individuals potentially available: George Brain, who did such a fine job in the Baltimore school system; Daniel Schreiber, whose charismatic leadership first brought Higher Horizons to national attention; Samuel Sheppard whose experiment in St. Louis has been perhaps the most outstanding in the United States - just to name a few possibilities. This type of leader will "expect more" and he will get more. He must be flexible enough to permit and encourage the needed innovation classroom arrangements.

## Conclusion

Large-scale improvements in the learning of disadvantaged youngsters have not been achieved in the past because most of the previous programs were unrelated to each other, accented deficits and failed to focus on the teacher as the key to the revolution in education.

The moonshot we have presented is directed toward meeting the felt needs of teachers. Teachers want smaller classes, new materials and methods to aid them in teaching, a voice in decisions that affect them, a reduction of discipline problems, a greater feeling of importance or respect.

The program is intended to meet these objectives to varying degrees. It attempts to provide non-professional assistance for teachers in the classroom; it introduces new methods for teaching the children; it encourages the participation of teachers with regard to the use of the new manpower and the new techniques; it does not impose new methods on the teachers but rather stimulates them to select and develop methods appropriate to their styles and interests; it leaves entirely to the individual teachers the decision as to whether they will select non-professional Aides to be used in their own classes; it endeavors, through the use of added personnel, to meet the discipline problems within the classroom, in the lunch period and in the corridors; it brings new importance to the teacher by centering on him as the significant change agent. And it also places somebody below the teacher in the school hierarchy.

The program endeavors to help the student by building on his positives and expanding them. It aims to do this by assisting the teachers to develop and utilize approaches especially suited to the styles and strengths of disadvantaged youngsters but **applicable to all youngsters**. The program, in essence, endeavors to overcome the difficulties in the student's learning by concentrating on his positives. It hopes to build bridges from his strengths that will enable him to overcome deficits.

The approach is directed toward convincing the disadvantaged student that he can learn and become educated without necessarily becoming a middle class stereotype - that he can retain his own identity. The keynote is the following quotation from Ralph Ellison:

> "If you can show me how I can cling to that which is real to me, while teaching me a way into a larger society, then I will drop my defenses and my hostility, but I will sing your praises and I will help you to make the desert bear fruit."

## Special Interest Sessions - 2:15 to 3:30 P.M.

(The following are summaries or outlines submitted by the recorders for the afternoon special interest sessions. Each report was reviewed and approved by the consultant making the presentation.)

### 1. Reading and the Culturally Deprived - Elementary Level

Mrs. Jane Algozzine, Associate in Reading Education, State Education Dept.

CHAIRMAN: Beverley Howell, Reading Teacher, Montgomery Street School
RECORDER: Joan Lewis, Grade 1 Teacher, Gardnertown School
COORDINATOR: Robert LaMoy, Principal, Gardnertown School

The teacher of the culturally deprived must be aware that his pupils have little interest in the familiar material offered to the middle-class student. He will find it necessary to develop his own materials. One important factor must not be neglected in the development of materials for the acquisition of reading abilities - these should be an orderly presentation of sequential skills.

This teacher must also remember to:

1. Deal with the attitudes that culturally deprived children bring to school with them but not to condone those which disturb the classroom.
2. Take up their education at the point that they are now at.
3. Develop a curriculum within the realm of their interests.
4. Recognize the childrens' emotional problems but not to dwell on them. (The job of the classroom teacher is not that of a psychologists.)
5. Recognize the fact that their span of attention is short and must be carefully developed.
6. Recognize the children's capacity to learn and the fact that this pattern of capacity to learn can change.
7. Provide the proper motivation.

The teacher must establish an appropriate classroom climate.

1. A positive attitude and a real respect for the children is absolutely necessary.
2. Complete honesty with the children because they are quick to sense insincerity.
3. Anger has no place in the classroom.
4. Sentimentality (feeling sorry for the children) has no place in the classroom.
5. The teacher must recognize that these children are different from their own - middle-class.
6. A study of the children and their individual backgrounds and values must be undertaken.

7. Behavior that is not acceptable in a classroom environment cannot be condoned.
8. Definite, realistic boundaries must be established.
9. Much attention should be given to the class structure.
10. Careful planning must be done in order to maintain the sequence of skill building.
11. Plans for the year's reading should be formulated as well as monthly, weekly, and daily plans. It is most important that these plans be adapted to the special needs of these children.
12. The teacher must demonstrate his belief in the ability of the children to learn.

The experience chart holds an important place in the education of the culturally deprived. In the upper classes the child composes the story - then learns to read what he has dictated.

Newspapers and magazines are excellent sources of reading materials which interest the culturally deprived.

It is necessary for the teacher to help the child to build a pride in his ethnic group membership. This can be done by making him aware of the history of his minority group, its cultural pattern and the aesthetic contributions of the group.

A teacher must be realistically aware of the problems that the child faces because he is a member of a minority group.

An important goal for instruction is the independence of the child. The child must be enabled to go out and seek, to read with a purpose and to broaden his experiences. Emphasis must be placed on independent action through mastery of basic skills.

Culturally deprived children enter school lacking middle-class children's reading readiness. One frequent evidence of a lack of this kind of readiness is their inability to classify and organize.

It may be necessary to give direction in categorizing objects. Classification, grouping and sorting are important skills which will be used in Junior High and High School.

Awareness of the family structure is important in teaching the culturally deprived. Is it a matriarchal society? Are both parents working? Are both parents non-working? Does the immediate family consist of an extended family? What types of jobs do the working members of the family hold? What are the aspirations of the family for the child, and what role does the school have in attaining these aspirations?

The child's **real** capability is not assessed by I.Q. and Apptitude Tests. Achievement Tests show the child's frustration level. His instructional level will be below these results. A teacher can diagnose this instructional level on his own, orally, informal, in the class atmosphere.

Children should be taught how to take a test. Game orientated exercises can be used to help overcome the problems of a test. The child should be exposed to the vocabulary of the test.

Relative to testing is the teaching of main ideas. Children should be aware that this is of value. Main idea in not always first! It is not a matter of position but a matter of importance. The main idea can also be inferred.

A teacher should:

1. Expect more of a child then they expect of themselves.
2. Be quick to praise.
3. Be a "ham" but remember the rules for acceptable behavior.
4. Be ready to try another approach if one doesn't work.
5. Keep a catalog of useful exercises.

6. Be enthusiastic. Enthusiasm breeds enthusiasm.
7. Remember that these children are "thing" and motor orientated and it is necessary to provide physical activity in daily lessons.

## 2. Developments in Early Childhood Education

Dr Josephine Palmer, Professor of Education, State University College, New Paltz
Mrs. Martha Froelich, Principal, P.S. 129, The Finley Campus School, City College of New York

CHAIRMAN: Louise Haviland, Kindergarten Teacher, Grand Street School
RECORDER: Gail Reinhard, Headstart Teacher
COORDINATOR: Walter Millman, Principal, Grand Street School

Dr. Palmer suggested we examine our concept of the "deprived child." We think of him as a child, not a disadvantaged different kind of person. We must be acutely aware of the characteristics and feelings of the child from 3 to 8 years to have a good early childhood program. The child from 3 - 8 years is very active because he is full of energy. He is noisy because he is beginning to gain control over language, and because he has found that yelling and screaming are often necessary in communication at home. He has a strong feeling of dependence upon adults who will help him, support him, interpret for him, and give him many opportunities for success. He is changeable, wanting help one moment and demanding independence the next. He is very social in that he wants to have friends. He must talk and must be listened to. He is beginning to have strong likes and dislikes. He is beginning to understand himself.

The child from the disadvantaged home often does not have an intense anticipation for school. He doesn't know what to expect and his family may not have given him the concept that this will be a place where he will be successful.

Programs of several kinds which are sensitive to the characteristics of all children and particularly attuned to the needs of children from deprived backgrounds were sketched by Mrs. Froelich.

One such program, Head Start, emphasizes close personal relationships between the adults (teachers, assistant teachers, family assistant, lay personnel) and the children and individual attention to each child. Fifteen children and several adults constitute each pre-kindergarten class in this program.

Another program, under the direction of the Institute for Developmental Studies, with which the name of Dr. Martin Deutsch is associated, stresses enrichment activities. This program has been following the progress of children from their pre-kindergarten years. They have had intensive teaching in small groups. Exhaustive records of their progress have been kept.

Other promising programs in New York City include the linking of a poor achiever in a first-grade class with a successful upper grade child with the hope that this relationship will help the younger partner build a better image of himself.

All such programs, including a reading-language program which Mrs. Froelich supervises, emphasize success for each child at every step of his development. The gap between the teacher's expectation and the child's ability to perform must be one which the child can bridge.

In all these programs, evaluation must be a daily process. Together, the teacher and researcher must analyze goals and strive to retain what is best in the program to help children live happily and achieve success during the early school years. The foundation on which later schooling is based must be a firm and not a shaky structure.

### 3. Language Development of the Disadvantaged

Mr. Edward Ponder, Director of Extramural Training Programs, Institute of Developmental Studies, New York Medical College

CHAIRMAN: Rev. William Burton, Pastor, Ebenezer Baptist Church
RECORDER: Kenneth DeWitt, Liaison Teacher, Washington Street School
COORDINATOR: James Sparrow, Principal, Washington Street School

When endeavoring to understand and increase the language of the disadvantaged child, it is of paramount importance to remember that there is no one way to solve the problem. We must also be wary of getting too involved with labels and not lose sight of the fact that we are dealing with individuals. Mr. Ponder asserted that the labels sometimes have the tendencies to distort. The term disadvantaged refers to no special ethnic or racial class. There are those among the affluent who are also disadvantaged - they relate neither to a mother nor father but to a nurse or someone fulfilling that role. It is necessary to remember when speaking of cultural deprivation, that it depends upon the culture and what measuring sticks are being used to decide deprivation.

While attempting to understand the disadvantaged child, the area of language is of critical importance. Many times our remedial procedures in language are inappropriate as the children never had the developmental experiences initially. When analyzing speech patterns we must keep in mind particular regional idiosyncracies. Generally the disadvantaged child's language does not approximate what is commonly called school language.

The oral language of the disadvantaged child is generally on the vulgar level. To review a minute - there are four language levels as classified by some Language Arts Specialists. These are from lowest to highest:

1. Vulgar - Language of the common man.
2. Colloquial
3. American Standard Level
4. Literary Level

Most of us, especially with formal education, have the verbal mobility to move from one level to another. However, this is not generally true of the disadvantaged youngsters. When we are in class and hear the disadvantaged child using language that is unacceptable, we should not negate his language and self-image by saying his way of speaking is taboo. It would be to our advantage to use his language which he brings to the school situation to build on to more acceptable patterns of speech as they are demanded for a given situation. The oral language of Negro and white will generally be the same if their backgrounds are similar.

In analyzing the oral speech of the disadvantaged we can learn something about them. In addition, we can often better understand how environment helps to shape their attitudes and values. Some of their values and attitudes can be derived by carefully studying their language both oral and written. It should be understood that the language of the disadvantaged child is adequate for his particular social milieu. Language is communication and therefore, the language generally spoken by the disadvantaged is understood within this particular segment of the population. It would seem reasonable to suggest, then, that in helping the disadvantaged child develop "verbal mobility," our task is not to constantly tell him that his is "wrong" but rather, there are "other ways" of manipulating the language which will be more acceptable for given situations. Might we provide more opportunities in the classroom for the children to **hear** and **speak** acceptable language models of labels and patterns of labels?

The language of the disadvantaged is often very colorful. For example, the following examples indicate the creative and intellectual capacities of the disadvantaged to develop "synonyms" based upon Standard English:

| **Hiptonary** | **Standard English** |
|---|---|
| Boss | Very Good |
| Brush | Moustache |
| Pearl Pusher | Toothbrush |
| Gray or Ofay | White person |
| Short or Wheels | Automobile |
| Baby | Greeting |
| Fox, Rib, Bitch | Girl |

Some of the language of the disadvantaged might be less fluent. In some cases these children answer with a nod or one-word reply. The language of children is learned mostly in the social context of the family. If the parents don't have adequate language habits, the child generally will be affected. Therefore, many times these children come from homes where the parents are educationally and culturally disadvantaged. Many times these children are not talked with but talked at.

The parents of the disadvantaged want their children to improve educationally and socially but they are not sophisticated as to ways by which to accomplish this.

In conclusion, it seems of importance that the language of the disadvantaged child be understood by the teacher in order to facilitate meaningful communication. Moreover, if we have a teacher who has a knowledge of the developmental skills in language teaching and is likewise able to develop a good rapport with the children, he should be able to help the children develop other ways of speaking and writing the language.

### 4. New Media in the Humanities

Mr. George Bouwman, Horace Mann School, New York City
Mr. Alan DuBois, Director of Hagerstown Museum, Hagerstown, Maryland

CHAIRMAN: James Hale, Art Teacher, South Junior High School
RECORDERS: Susan Guthrie, Art Teacher, Vails Gate School
Catherine Hammerfahr, Music Teacher, Montgomery St. School
COORDINATOR: John Sloan, Principal, Vails Gate School

Mr. Bouwman presented a film, its purpose and method of being made, while Mr. DuBois led a general discussion about the meaning and value of Humanities. The first part of the outline deals with Mr. DuBois' discussion. The last part concerns Mr. Bouwman's film presentation.

INTRODUCTION: The title was erroneous.

A. There is no new media.

B. Filming in itself is not a new medium, although it may be a new handling of the Humanities.

I. The definition of Humanities . . a comment on life.

A. A handling of the basic themes of life.

1. Man to self

        2. Man to man
        3. Man to society
        4. Man to spirit
        5. Man to environment
    - B. Communication of ideas through a mixture and blend of:
        1. Literature
        2. Drama
        3. Dance
        4. Visual Arts
        5. Music
    - C. Interaction of various social groups
        1. Realization of values of other groups or individual
        2. Solution of problems between groups, individual, or within individual

II. An example of Humanities at work through the film medium
    - A. Situation of filming
        1. Done by students of the Horace Mann School in New York City . . . school is a "very demanding college prepartory school" - Bouwman.
        2. Filming was done partly during school hours, but basically after school and on Saturdays under the instruction of Mr. Bouwman.
        3. Types of classroom situations for study of film production
            - a. Film studied as an art form - art films viewed and evaluated
            - b. Animation workshop where problems or ideas are animated to help present them in an easier form to understand
            - c. Summer workshop where a student has the chance to write, film and edit own work
            - d. Production of films for outside groups where students do camera work
                - 1) Public relations films
                - 2) Instructional films
                - 3) Commercial films
    - B. Content of film
        1. Interaction of two social groups
            - a. Forty Horace Mann boys
            - b. Forty disadvantaged boys from settlement houses in Harlem
        2. Purpose
            - a. To tutor disadvantaged boys
            - b. Increase interest in learning of disadvantaged boys
        3. Benefits to Horace Mann students
            - a. Realize different attitudes between individuals of two social groups
            - b. Realize educational barriers of others
            - c. Gain satisfaction by helping another increase his self-image and overcome defeat and resentment
            - d. Build self-confidence by realizing own work as an individual helping others

## 5. English and the Educationally Disadvantaged Student

Dr. Marjorie B. Smiley, Professor of Education, Hunter College

CHAIRMAN: Catherine Gaynor, English Teacher, North Junior High School
RECORDER: Robert Pritchard, English Teacher, South Junior High School
COORDINATOR: Minard Branning, Assistant Principal, South Jr. High School

The first area, which Dr. Smiley chose to label "Relevant Research," dealt with research and research methods which serve to formulate teaching procedures and educational practices. As Dr. Smiley noted, over seventy-five percent (75%) of the studies involving the disadvantaged do not concern themselves with the problems of teaching the disadvantaged but rather with the characteristics of the student. Dr. Smiley further noted that a cultural bias was very often introduced since the values of the disadvantaged student, usually of a lower class background, were being evaluated by middle class standards. Although the various deficiencies, particularly in academic verbal skills, exhibited by the disadvantaged student cannot be denied, continued Dr. Smiley, statistical evidence and reports based upon numerical evaluations do not determine causes or reveal processes and, therefore, do not suggest corrective measures. Individual reading achievement tests and intelligence quotients can neither fully measure nor solve the educational deficiences experienced by the economically under-privileged and disadvantaged student who attends school in a system which practices "de facto" segregation. For this reason there is little research evidence to support the common practice of double class periods in English for those having low measurable reading skills. Very often this practice of "doubling up" does not solve but only serves to reinforce the disadvantaged student's dislike of and resistance to English. There have been, Dr. Smiley pointed out, too few studies made which examine the disadvantaged student's total school experience - that is, the role of the secondary school and its environment as it affects the disadvantaged student.

Research in the fields of the language arts by Strickland, Lobau, Deutsch, and Bernstein were considered by Dr. Smiley to be relative to the formation of sound educational practices. These researches exemplify a consideration of the total child. Deutsch, Bernstein and Strodtbeck declare that the kinds of experience in which the child participates will play a major part in the formation of relationships which will develop into the act of speaking. This then, in part, explains why an achievement lag often exists between middle and lower class children. As a result of differences in the social and speech experience, lower class children learn a more restricted language code than do middle and upper middle class children. Since the middle class child is likely to have more extensive verbal communication with his parents, he will find it fairly easy to communicate with his teacher who, because of similar class standards, literally "speaks his (the child's) language." Rigid middle class standards of "correctness" in the classroom may prevent the child from employing much of the language he does have. In addition, the middle class child comes to school having learned at an early age what situations demand either formal or informal communication. Informal communication remains the primary mode of communication in the lower class home since it adequately meets the needs of the family. Once in the classroom, however, the lower class child finds that he can not communicate with the teacher who formulates his acceptable level of communication as dictated by middle class standards. The lower class student, Dr. Smiley maintained, is at an "immediate disadvantage." He is stifled, and unfortunately, it is he, more than the middle class child, who needs to verbalize - to categorize - to communicate. This inability to communicate will next affect the lower class student's ability to acquire necessary reading skills and, generally, will prohibit the child from "trying." Especially the disadvantaged student will have more difficulty abstracting at what are considered to be the more important secondary levels of language.

The problem is not then, generally speaking, that the disadvantaged student is incapable of learning, but that the school has not successfully evaluated his problem. It is essential, Dr. Smiley maintained, that we re-evaluate this situation if the concept of equality of education is to be met.

Having discussed the role of reseach in formulating educational practices, Dr. Smiley next entered into the second general area of her discussion, "The Application of Research Findings to Junior High Schools." One such application, Dr. Smiley explained, is "Gateway English," a Junior High School English program initiated at Hunter College and supported by the U. S. Office of Education.

The disadvantaged students enrolled in "Gateway English," Dr. Smiley told her audience, are those presumed to have average or even above average intelligence quotients. Many of the students are from families having low incomes but with stable home lives. Although these students are not considered to require remedial reading programs, they are, generally, two grades below their expected reading levels.

Using graphic demonstrations, Dr. Smiley explained, in part, the curriculum of "Gateway English."

Employing Havighurst's conception of "Developmental Tasks," "Gateway English" seeks to help the disadvantaged student successfully complete those requirements which society demands all adolescents complete before entering into adulthood. Dr. Smiley noted that our culture tends to limit the opportunities of racial minorities and those of foreign ethnic backgrounds and low incomes.

Through carefully selected literature created to help the reader identify with its contents, the disadvantaged student regains an interest in reading. Each story selected can be completed in no more than three class periods, thus the disadvantaged student is never overwhelmed with an impossible reading task. Even minute details such as text book size are considered in dealing with the disadvantaged.

Reading interest is further reinforced by an ample classroom collection of supplementary books which closely relates to the basic classroom texts used. The organization of curriculum units around themes, Dr. Smiley noted, helps the student to overcome a major problem which faces the disadvantaged - that is, the difficulty of relating materials on a conceptual basis. Other varied interests which stimulate the disadvantaged student's ability to "think critically" are presented through the media of art and music. The disadvantaged student is further encouraged to communicate by writing on topics of real and immediate interest to him.

Unfortunately, the time allotted Dr. Smiley's lecture would not permit her to dwell at length on the curriculum of "Gateway English." Those attending the session, however, could not help but be struck by the effort to develop rapport between student, teacher, family, and administration in this unique program as it strives for the betterment of the educationally disadvantaged student.

## 6. The Role of Pupil Personnel Services

Dr. Bernard A. Kaplan, Special Projects Coordinator, Bureau of Guidance, State Education Dept. (Implications of State Program, ABLE, TALENT SEARCH, & S.T.E.P.)

Dr. Ben Cohn, Asst. Superintendent, North Westchester BOCES
Mrs. Barbara Bonney, Elementary Guidance Counselor, Middletown
Mrs. Sadie Schneider, Guidance Counselor, Washington Irving Junior High School, Schenectady

CHAIRMAN: Arthur Daddazio, Asst. Superintendent, for Pupil Personnel Ser.
RECORDERS: Florence Dwyer, Guidance Counselor, So. Junior High School
Virginia Igou, Guidance Counselor, North Junior High School
COORDINATORS: Eugene Embler, Principal, Broadway School
John Reavis, Guidance Counselor, Montgomery St. School

### Presentation by Dr. Kaplan

Four programs are in operation in New York State and they are:

1. Project Able, a state and locally supported program, established for 5 years.
2. Talent Search funded by N.D.E.A. money, a 6 year program.
3. Project Step, a work study program involving 5 years of operation in a school system, and
4. Project Re-Entry, a Federally Funded program designed to work with dropouts.

We are very, very heavily involved in all of these areas with Guidance and a direct challenge is being placed on people in the public schools concerning what they have been doing in the way of **guidance** for disadvantaged students.

I think probably all of you have heard the criticism about **guidance** being too much oriented to college bound students-to the student, who perhaps is gifted or potentially gifted. But, the criticism comes to the Guidance people who have not spent sufficient time with youngsters, who were culturally disadvantaged. These are the potential dropouts.

I mention this area, guidance, because it is important that you have this in the back of your minds; money, both state and federal funds with supplementary local board funds, has been poured into these projects, because changes can be made in these areas. The change of attitudes on the part of communities, on the part of administrators, on the part of other school personnel, and even on the part of parents are all founded in the same category of earlier criticism. You may or may not agree, but what happens in the next few years and how well you do as professional personnel - criterion of success will be governed by the early criticism.

If we are going to accept the challenge, we are not just going to put new covers on old programs. **We do not put old wine in new bottles or new wine in old bottles**. In the terms of the **old bottles** we have old skills that will hold up with disadvantaged kids as well as with anyone. I think that what we may need in the way of new wine, as the projects have shown, is something new about the way we go about applying them.

In Talent Search, for instance, this particular project is most important for the counselor not only to get to know the youngsters very well, but it is essential for the counselor to maintain contact with that youngster over the year, usually over 2 years, 3 years, or even possibly over 5 years. The continuity, the relationship over a long period of time is essential and you have to not only establish a relationship but you have to fill it in, so it becomes an expectation on the part of all concerned. So in Talent Search, using the skills that the counselors already have, the counselors schedule these youngsters periodically during the year whether they need the counseling or not. They will come in during these periods maybe only for 5 minutes knowing that this was part of the pattern, that they were not imposing on a counselor already busy with a lot of other assignments. That is an example of taking old bottles and putting in new wine.

An analysis of how much time is actually spent by counselors with parents would be most revealing. I do not have any statistics, but I am quite sure that the parents of these disadvantaged youngsters are not seen very often by counselors, and they certainly are not seen on an individual basis, or in small or large group settings. These parents are not seen in their environment, that is the communities where the parents came from or in the home where the parents are and so on.

These projects have shown that if you really want to reach parents you can't use the traditional technique. You can't send a letter or a news letter home, you can't call them up on the telephone, you can't let the pupil know that he is supposed to bring the parents in and so on and expect much success. You may possibly get the parent to show up. Chances are that you will not - particuarly, if it is for a group meeting. The real success in trying to reach the parent is to utilize this new idea about **reach**, extending yourself into going out to see the parent and talking to the parent, where the parent is. I am not saying that it is easy or that you will have time for this. I am just pointing out that this is putting that **new wine in old bottles**, and I am suggesting that we are able to talk to those parents.

I think, that after we get over the initial inertia of extending ourselves, perhaps the profession that we have found ourselves within and the commitments and duties thrust on us will create a better climate for our work and serve as a guide for changes in other schools and community settings.

### Presentation by Dr. Cohn

The Pupil Personnel Service in the school is that service given a child outside the classroom. Anything not labeled administration or teaching is considered part of the pupil personnel service program. The counselor is the core around which all the services operate. If we remember, and I hope we always do remember, that the core of our service - the real reason why we're here - is to HELP THE CHILD TO LEARN. We are not here to change his environment, change his family, give him therapy, or anything else. We're here to give him the kind of service within the educational framework to help him learn effectively and efficiently. So, the center of our whole service is the individual child. If we don't know the individual child, we're being foolish - it is as though we are trying to sell a vacuum cleaner without knowing how it works. It is impossible. This becomes the core of the pupil personnel program. Of course, the counselor is the core because he should know that child best.

Why don't children learn? Well, they don't learn because of **sociological problems** -- low ability, perceptual difficulties, possibly some areas we haven't touched yet, brain damage, or they could be slow developers. Some children don't learn because they have **psychological problems**. They could be withdrawn, hostile, agressive, fearsome, all these kinds of problems.

Now, in a pupil personnel program, if you are lucky enough to have a social worker, your social worker will get you information about the home and bring this into the school. If the child has physiological problems, you count on your school doctor or your school nurse. If you have a school psychiatrist, you would ask for information in this area. If a child has psychological problems, you would want projective instruments and appraisals made by the school psychologist; and you would also want to have the counselor involved. This is the way you tie together your pupil personnel services. They would all supply information to you as the counselor of that individual child.

But there is still one area we haven't touched yet - this is the area of the child's own self-concept.

As counselors we are responsible for knowing that child better than any other person in the school system. In many cases if we work properly, we will know that child better than some parents because we will be learning about the extremely important part of the child - his self-concept. Children learn because they have a healthy self-concept. When the self-concept is shaken, these children don't learn. The disadvantaged child doesn't learn in school - generally not because he doesn't have the ability, but because he spends all of his energy fighting the rest of the world. This is what happens: "I don't like the way I am; I don't like where I live; I don't like the people around me; Kids pick on me; I pick on them; I'm fighting for some kind of a concept of myself that I can accept." All of the energy is in this direction when it should be going back to the classroom. Now, unless we find some way of breaking this and getting him to feel comfortable with himself, he is not going to learn. This is where we come in as counselors; we must view the self-concept.

We know in using the phenomenological approach that a child develops a self-concept based on three different influences: the way he feels others see him, the way he feels he would like to be seen by others, and the way he feels he is. If the child is very fortunate and well adjusted, the way others see him, the way he would like to be seen, and the way he sees himself, all three circles are the same - concentric, very close together. But, if the child has a problem, the chances are others see him one way, he sees himself some other way, and he would like to be seen a different way. The child with poor ability, or the child treated as if he had low ability by others ("Boy, you're pretty stupid;" "You're kind of dumb") would like to be seen as pretty bright and right now sees himself between average to dumb. This child has a problem. The child who is treated as if he were fairly smart, feels he is fairly smart, will function and do well in school. When these three circles become scattered all over the place, this child is sick. The farther apart the circles, the more disturbed the child becomes - the self-concept is weak. This is what we have to do as counselors - find out what this self-concept is and then deal with it.

How do we do this? We do it by individual counseling. We work very closely with the child. We have been taught techniques, approaches, and how to get close to the child. We have to use them. We have to sit with that child, work with him in such a way that he will tell us about the "very important others" in his life.

Who are the "very important others" in a person's life? - Obviously parents, siblings, peers, teachers. These are the people from whom we develop a self-concept - no one else. We don't read a book and from the book develop a self-concept. We develop our self-concept by the way these very important people treat us. If they don't treat us properly, our self-concept becomes shaky.

Now, think in your own lives how many times a friend has said something to you which has had a tremendous impact, whereas a stranger may say the same thing to you, and you would slough it off as **his** problem.

If I were talking to teachers, I would stress the importance of their role. Think of the number of hours a day we have these children in class compared with the number of hours a day the parents have the child at home. We have a much greater influence on these children than do the parents or any other group - even peers. Teachers are a very important part of our culture as far as developing self-concepts. You know yourself that many teachers will ruin a child's self-concept by making wisecracks, smart-aleck remarks, innuendoes that cut a child to pieces, and then they slough it off by saying, "Oh, he can take it!" These children can't take it. They are going through a period of developing a self-concept. We have a tremendous influence.

As counselors, I think we have to be aware that we hold a key to a lot of the problems these children are facing. When we don't spend time with these children, there is no one else left. The parents don't spend time with their children. Parents aren't trained to spend the kind of time that is required by these children. In fact, there are very few people in our society to work with these children. Chances are they won't go to anyone else. Because we have techniques to help this child express his own feelings about himself, we can use this information to help him learn better. Once we learn about a child, many times we will need outside information. Then we go to the other pupil personnel services. We should call on them whenever we need this help.

However, we should be sure that we **need** the outside help. Let's spend the time with the child first and know that child so well that he will know what information we need in order to help him. When we know the child, and because we know so many of these children, we can make recommendations to the curriculum council, the administrator, the classroom teacher, etc.

With the disadvantaged child, it is obvious this problem is self-concept. This child thinks so poorly of himself: "Why should I learn? What good is geometry for me? What good is foreign language? The only thing left for me in life is to go out and lay bricks or drive a truck - something like this." By working with a child's self-concept and raising his

**Special Programs under E.S.E.A. - Title I. have permitted greater emphasis on individual counseling in Newburgh's elementary schools.**

horizons, I think we have our best avenue for helping these children stay in school. My own personal feeling is that this is the only way we are going to do it. The projects in the State that are geared to give these children a broader knowledge of the world about them is probably going to be the most successful of any projects in the schools today.

The other way of working with these children - outside of individual couseling - is group counseling. This is my major area. By working with children in groups and by using good group counseling techniques, we learn not only a great deal about the individual child but something different, - the way this individual child interacts in a social environment. By using good group counseling techniques, you can take advantage of another very important group in his life - his peers. Now his peers begin to apply pressure, and his peers can add quite a bit to the way a child sees himself. By helping the child to analyze the way his peers feel about him, you can get a change in his self-concept.

In closing, helping the child learn is our major goal. The pupil personnel services are directly responsible for these chlidren outside the classroom. A child's self-concept, although related to learning in the classroom, is a part of his "outside of the classroom environment." It, therefore, becomes the major responsibility of the Pupil Personnel worker in general, and the school counselor in particular. Especially so, if the school counselor is the core of the pupil personnel team.

### Presentation by Mrs. Bonney

The elementary guidance program initiated in Middletown two years ago has the same basic objectives as other schools throughout the country. The self-actualization concept is an important one as the constant movement of our society demands more of the individual. Elementary guidance in Middletown schools was established for this purpose as we know for a fact that the well-adjusted child is the one most likely to reach his potential.

Children who are disadvantaged find themselves in need of additional services as the school must attempt to assist these children physically, socially and academically.

Middletown through a prior teacher survey recognized the need for an over-all improvement program and stated that a mental health plan and a continous progress program including elementary guidance be initiated immediately. Both programs have a common and basic goal as they recognize the weaknesses of the individual and these programs emphasize the preventive approach and not a remedial approach.

Elementary guidance in Middletown is utilized on the primary level, which includes kindergarten through the third grade.

The class room teacher is the heart of the guidance program. She has been and will always be the key to the guidance program because of her close association with children. The teacher is responsible for the growth of her pupils and the key to meeting their needs, she can be more effective with the utilization of additional staff members, which includes the guidance team.

Due to the increase of class enrollment, additional subject matter, and ever increasing demands of society, the class room teacher can not handle the guidance program entirely.

Taking into consideration that no two elementary guidance programs are alike, Middletown's program is geared to meet the needs of Middletown on the primary grade level. The organized program through the team approach is in a position to provide the usual guidance services of information, placement, counseling, and evaluating.

Pupil evaluation involves systematic and careful study. On the elementary level, evaluation of the child means a change of techniques when interviewing the child, observing the child in the classroom, making and keeping anecdotal records, making case studies, and utilizing sociograms. Some group counseling has been used to assist the child with his self-concept and peer group relationships on the primary level.

Counseling services should allow pupils to express themselves as individuals; but, due to the our pupil loads, this area is our weakest link. We have two counselors for 3,000 pupils and individual counseling is handled entirely through referrals from teachers and parents. Each kindergarten pupil is interviewed and tested each year to insure proper evaluation and placement. Due to this procedure, our kindergarten teachers have had to eliminate the traditional approach to teaching as the children are grouped accordinly to their maturity. This procedure, which creates more work for the teacher, has been wholeheartedly endorsed and carried out by the teachers.

Reaching parents for consultation has been a problem and at present, we have found that home visits made conveniently for the parent have produced positive results. This approach has been the door to counseling parents once they realize that we both have a common goal and that is giving their child an adequate education. Working with the community agencies has produced a better climate for positive results with parents and for the benefit of the child.

In conclusion, we are hoping through the Elementary and Secondary Education Act, Title I, that more elementary school guidance personnel will be hired so we may continue to do our job as Dr. Harold Munson of Rochester would say Consulting, Counseling, and Coordinating.

### Presentation by Mrs. Schneider

Let me just say to everyone's relief I'm not going to ask for equal time. I think it's just about time to end the session and I'd just like to go back to Dr. Cohn's diagram up here because I think there's great pertinence for us as counselors. I just won't try to react to all the problems; I just want to argue with Dr. Cohn a little bit so it'll be frustrating.

I am a practitioner, not a theoretician. I think that as a practitioner what I had to learn was that I have a self-concept too. My self-concept of my role as a counselor did not fit into what others thought - the principal, the child who came with a different frame of reference than mine, particularly the disadvantaged child. As he saw me on the other side of the fence, I was just another school authority figure. This was a very difficult thing for me to reconcile. How the parents saw me - just another school figure. I'm nobody different from anyone else in the school system, particularly as viewed by the parents of disadvantaged children whose contacts with school have been negative. What would I like to be? What all of you would like to be as counselors and pupil personnel people. I see myself very differently from the way I must function based on the way others see me.

I think we, in this group are about ready to hear from everybody on how we can function in working with disadvantaged children. There are lots of ideas. I don't see anything the elementary school counselor is doing in Middletown that I haven't done as a secondary school counselor and I notice some of you have been shaking your heads. I'm not sure that the role is so very different but I think that until we have some sense of who we are I'm not convinced, Dr. Cohn, that I could possibly ever be an expert on all the 300 children I'm counseling. I happen to know that all of the teachers in my school who have been there longer than I agree with me. I don't know half as much about their kids as they do, and I also happen to know that when I have a point of view about curriculum that my principal doesn't really think that I know very much about curriculum, that I really have some kind of special information that isn't too useful all the time, it's not too practical.

I do feel that we need to remember that most of the programs that focus attention on children with different needs came from counselors - came from the Bureau of Guidance, not from the administration, not from the departments of curriculum development. I think that as counselors we have to examine our technique. We are not all equally skillful in all areas. I think we have to take a look at this concept of every counselor seeing every child in an individual interview every single year. I don't know how we can always do this - one or two interviews every single year - without missing the boat on really reaching all the children who are hard to reach. I know that I don't have the personality - that there is some teacher in the building who might very well be a far more expert counselor to many children and that I need to help this teacher to feel a reassurance about his role as a counselor or her role as a counselor. I really would like to contribute at this point that we really don't know all there is to know about reaching children who are hard to reach.

I think that we all need to recognize that we need to refine our techniques. I think we need to dare. I think we have to move out of our building. I think we can't wait for social workers, we can't wait for our principals, and I think we can **never** be discouraged. We always, as counselors, have a challenge in this whole program of reaching individual children.

As a counselor trying to perform a function with children who are different, I have changed radically in terms of concepts, in terms of my techniques. I'm sure that all of you have too. And I wasn't ready - I wasn't ready seven years ago to begin to understand the children with whom I was working or to begin to even experiment or to try techniques. I think that we each know that all of us have to begin to develop a fourth sense of our function and then begin to explore ways of establishing this function.

### 7. Intergroup Materials in the Social Studies - Secondary Level

**Mrs. Nida Thomas, Associate, Div. of Intercultural Relations in Education, State Education Department**

**CHAIRMAN: Christine Schleiermacher, Social Studies Supervisor**
**RECORDER: Shirley Early, Grade 3, West Street School**
**COORDINATOR: William Gaffney, Principal, West Street School**

Mrs. Thomas's talk centered around a resource handbook prepared by the State Education Department, "Intergroup Relations: A Resource Handbook for 12th Grade Social Studies."

This book is to assist the classroom teacher in their efforts to have all pupils receive meaningful instructions and to have an appreciation of the contributions of minority groups to our democracy.

Included in this book is information and resource material, in developing approaches and techniques concerning social heritage, challenges in democracy, personality, population trends, education, labor, leisure, sports, housing and civil responsibility, political and civil rights.

The idea here is to discuss these situations to give more depth, understanding than is usually found in the text book.

Mrs. Thomas illustrated the importance of utilizing community resources, field trips in the community as another way of making lessons more meaningful.

All students need to be better prepared to enter our society with a knowledgeable understanding of the problems which they must face and help to solve.

Mrs. Thomas also suggested utilizing a very excellent film called "A Morning for Jimmy." This points out something an individual can do to help motivate a student who feels he cannot achieve because of color. A classroom teacher helps young Jimmy realize there is a place for him in the world but he must prepare himself. It also shows a Negro family in an intelligent situation.

This film is appropriate for Grades 6 and up, for guidance counselor and adult groups.

The staff of the Division of Intercultural Relations is available to assist schools in developing programs designed to implement methods and techniques in the area of intergroup relations. For information, contact Mrs. Thomas at the Division of Intercultural Relations, Department of Education, Albany, New York.

Note: A complete bibliography prepared by the Division of Intercultural Relations is included at the end of this Report.

### 8. Useful Techniques and Materials in Art and Music

Mr. George Kaye, Assistant Director of Art, New York City School
Mr. Benjamin S. Chancy, Acting Director of Music, New York City Schools

CHAIRMAN: Bernard Peretti, Art Teacher, N. F. A.
RECORDER: Elaine Hicks, Music Teacher, N. F. A.
COORDINATOR: Albert Nebling, Director of Music

Mr. George Kaye -

I. What or Who is the Disadvantaged?
   a. Originally, it was a reaction to such terms as "slum child, poor child, ghetto child" and the like. (Mr. Kaye related the effects of prejudgments we may make towards the achievements of these children and how they result in the underachievement of the child rather than any real lack of ability.)
   b. They show lack of sensory stimuli due to the parents not taking time to communicate with their children.
   c. Two types of disadvantaged child:
      1. the aggressive and perhaps, the brighter
      2. the withdrawn one who doesn't want to face the competition.
   d. Environment: broken homes, over-crowded living situation,

mixed family members, language barrier (Mr. Kaye commented that even though they appear to have a low intellectual intelligence, they rate very high in social maturation and aggressiveness.)

II. What can we do in the area of Art:
  a. maintain a sense of security and integrity towards these children
  b. maintain a high sense of motivation (utilize pupil-involvement)
  c. the teacher must show his competence (personal talents must be revealed through performance to establish pupil admiriation of you)
  d. project set standards and rules for the pupil to meet
  e. be sure teaching is structured - children should understand the aim of the lesson
  f. Art is an easily successful medium because it is unvocal - freer expression will result from an abstract approach
  g. recognize differing abilities and attributes of each student
  h. display the work of every child, using as much bulletin space as possible.

III. Use of the Community:
  a. The teacher must change the personality of the child by creating a new world for him, which in turn, will help the parent grow - opening up the world for him by the use of good movies, slides, pictures and books, trips to museums and parks, objects and machines which the child would not have at home; "To expose the child to the beauty of the world."
  b. Make use of community exhibits for the public
  c. Involve parents in workshops (their own participation) Use parents to aid the teacher whenever possible

IV. Concluding suggestions to art teachers:
  a. make a positive remark to every child in each lesson
  b. send notes home to parents on exhibition
  c. use motor experiences in conjunction with the projects i.e. make a kite, then - fly it.
  d. motivate visually through direct observation of a subject rather than just using imagination.

Mr. Benjamin Chancy -

Due to limited time, Mr. Chancy did not have time to explore all the considerations he wished to present. Although, he provided the audience with dittoed material on two reports made by members of his staff involving music for the disadvantaged.

Mr. Chancy made the point that the culturally disadvantaged don't need new techniques - but, do need good techniques, the same offered to the gifted student. Such special efforts to provide these were enumerated with reference to our utilizing Federal Funds.

Special Projects or Methods mentioned by Mr. Chancy included:

The Kodaly system of singing
The Carl Orff rhythm instruments
The Suzuki method of violin instruction
The Pilot Program of instrumental instruction for grades 5 & 6
The Musical Ability Utilization Project

## 9. Math and the Deprived Child - Secondary Level

Dr. Henry W. Eldridge, Chairman, Dept. of Mathematics, Fayetteville State College. North Carolina

RECORDER: Allana Alexander, Math Teacher, Newburgh Free Academy
COORDINATOR-CHAIRMAN: Mary Striphas, Mathematics Supervisor

School achievement is greatly affected by the environment that surrounds the child. Some environments encourage while others discourage learning. Thus, no matter what the genetic potential for learning, the environment will determine what is learned and even the extent to which it will be learned.

In a study at Fayetteville State College, using secondary students, it was found that using the upper and lower stanine groups for comparison there was a correlation of 98% between their scores in mathematics and their scores in other subject areas. Two studies on secondary schools, by Berger and Sones and by Shepler, found failures in basic elements of mathematics of 43% and 60% respectively. Boyd's study revealed that the language of mathematics was one of the primary stumbling blocks. Another reason is the lack of facilities with the result being overcrowded classes. A year ago, a quarter of a million children were attending school for only half a day. In cities of over 500,000, three quarters of the school systems are substandard. These are only a few of the reasons why some children in grade six are two and one-half years behind in mathematics.

A child's basic needs may be catagorized as physiological, emotional and social. Math for the disadvantaged child should have three aims: 1) Practical 2) Disciplinary 3) Cultural.

The contribution of "mathematics for the disadvantaged should be to develop those powers of understanding and of analyzing relations of quantity and of space which are necessary to an insight into and control over our environment and to an appreciation of progress of civilization in its various aspects, and to develop those habits of thought and of action which will make those powers effective in the life of the individual."

## 10. Opportunities in Vocational Education

- Mr. Paul K. W. Springer, Project Director, Manpower Development and Training Center, Rochester City Schools

REACTORS: Henry Workman, N.Y.S. Employment Service
Florence Wagner, Occupational Education Supr., State Ed. Dept.
Janet E. Popp, Home Economics Education, State Ed. Dept.
Frank J. Wolff, Agricultural Education, State Ed. Dept.
RECORDER: Leon Rathbun, Industrial Arts Teacher, N.F.A.
COORDINATOR: Fred Pelin, Director of Industrial Arts

Mr. Springer's Presentation

The Manpower Development and Training Center

Program deals with the Vocational Education of Youth out of high school. Mr. Springer commented on three aspects of the program, People, Area Program, and the Staff.

**People** - (Students they are training)

Majority are high school drop-outs, approximately 1,450 a year.
Broad I.Q. range from 70 - 130.
Trainees are disadvantaged in terms of amount - not of kind
They seek short term courses, but often have very unrealistic goals.
Their greatest desire is acceptance by society.
There are indications they perform better in Vocational Courses.

Various types of tests are used to help direct these students, but the results are not used as an absolute indicator of success.

Some students are put in prevocational areas so they can gain a better understanding of "job families" and to help indicate how well the student may be expected to perform.

Students personal choice given careful consideration; found they more often succeed in these areas.

Students need short term training of 2 - 4 - or 6 months.

Disadvantaged students need experience with success - as against failure.

**Program -**

Guidance counselors - may make the difference with success of Manpower Development program.

Their job -

a) Involve the students with the world of work.
b) Acquaint the students with knowledge of "job families" and dignity of work.
c) Identify with both student and leader in the work situation.

Peer group situation meeting with students once a week often does more than guidance can.

Advantage of "job family" training lets students "spin off" when he has reached the level of his capabilities.

**Staff -**

Desirable characteristics to look for when recruiting teachers.

1. Have a feel of value in the Manpower Development program.
2. Knowledge of employment and trends.
3. Relationship of all facets of world of work.
4. Be able to communicate at training level.
5. Be free from pressures.
6. Be creative, imaginative and stimulating.
7. Be able to work for long periods with no encouragement.
8. Sense of humor.
9. Be able to work with all groups.
10. Be "shock proof."

**Mr. Workman -**

Gave the Employment Bureau's role under the Manpower Development Act. Namely:

1. To make training proposals.
2. Find people to train.
3. Make available to trainees money due them while training.
4. Job placement and follow up.

**Miss Wagner -**

Covered briefly the vocational education program being set up for in-school youth, mainly the area vocational school.

Needs are initiated by area study.

Broad programs are developed ranging from semi-skilled to highly skilled occupations are correlated with the local community college.

The broad program being emphasized as meeting the needs of the disadvantaged.

**Miss Popp -**

Emphasized the programs for the disadvantaged which are being developed for training in those occupations which are directly related to Home Economics.

**Mr. Wolff -**

Many changes are taking place in the type of Agriculture courses being offered.

Some of the newer programs are -
Agriculture Business - Sales & service
Agriculture Mechanization - Developing mechanical ability
Conservation - Forestry, soil, water, wild life and recreation
Ornamental Horticulture - Landscaping

## 11. Business Education and the Culturally Deprived

Mr. Raymond A. Light, Bureau of Business & Distributive Education, State Ed. Dept.

CHAIRMAN: William Hohn, Business Teacher, Newburgh Free Academy
RECORDER: Patricia Priore, Business Teacher, Newburgh Free Academy
COORDINATOR: Elva Jochumsen, Business Education Supervisor

Mr. Light discussed the Disadvantaged Youth especially the culturally deprived and the slow learner.

In regard to the culturally deprived, Mr. Light acknowledged the fact that we, in Newburgh, have a serious problem trying to meet the educational demands of the greatly increased population. From 1950 - 1960, an influx of migrant families from the rural South came to Newburgh seeking jobs, better living conditions, social acceptance, etc. Our schools are now bearing the tremendous burden of trying to educate these people so that eventually these culturally deprived persons might be employed in our area and be self-sufficient. This burden is on Newburgh Free Academy's Business Department whose responsibility is to train its students to successfully perform duties required for maintaining a job.

We are meeting this challenge satisfactorily in Newburgh by offering the students, in high school, seven vocational curriculums, which they may select according to their ability and/or interest--vocational bookkeeping, vocational office practice, data processing, vocational stenography, cooperative retailing, and cooperative office skills and business training course for slow-learners. We can realize fully the grave responsibility of our Business Department in coping with this problem of the culturally deprived by looking at enrollments here. In grades 10-12, we have approximately 2,000 students of which 810 are enrolled in our business curriculum. This means that our Business Department is educating 40% of the student body at Newburgh Free Academy, and in this 40% group we find many students who could be classified as culturally deprived.

Visitors from the State Department in Albany to Newburgh Free Academy have praised our Business Department highly. They have been proud of our facilities, equipment, and our competent staff. Mr. Adamson of the State Education Department and Mr. Rosettie spoke very well of our work in Newburgh.

If we are to be even more successful in training the culturally deprived, we are going to have to work harder and concentrate on new curriculums that will prepare students for low level jobs. We have to develop new curriculums, not just watered-down versions of the old curriculums. We must train people for particular jobs. We will also have to develop new materials, use new textbooks, and adopt new techniques. We are also going to need more teachers with special training for working with the disadvantaged youth. We don't have enough special teachers with specialized education in this area; but teacher-training institutions are presently working on this problem and are sending student teachers out into deprived areas for more realistic training. Soon we can expect more qualified teachers to deal with the cuturally deprived. We will also have the returning Peace Corps volunteers who have gained valuable insight into the problems faced by the culturally deprived. We will also need a variety of teachers for these culturally deprived students including guidance counselors, psychiatrists, reading specialists, etc.

Another possible consideration in our attempt to aid the culturally deprived is to give careful attention to the suggestions and recommendations made by the Middle-States Evaluation Committee who will return its report to us soon for review. This evaluation by Middle-States is an important step taken to point out changes which should be made. At Newburgh, in the Business Department, there shouldn't be too many suggestions; but whatever changes might be recommended should be seriously considered. Undoubtly they will recommend proper variety of business education subjects such as business economics, management, etc. They will probably recommend up-grading content of present course offerings, and also upgrading staff qualifications. We should digest this report. Sometimes it is beneficial to get an impartial opinion of our Department because we are each so busy doing our own job that we just don't know what is going on around us, so we should listen to an outside opinion. We are considered very fortunate here in Newburgh to have such dedicated, loyal, and hard-working administrators as Dr. Harold Monson, Superintendent of Schools, who has done such a remarkable job in instituting new ideas and obtaining modern facilities for us, and Mr. Robert Fowler, Principal of Newburgh Free Academy, who is constantly endeavoring to improve the total education of his students.

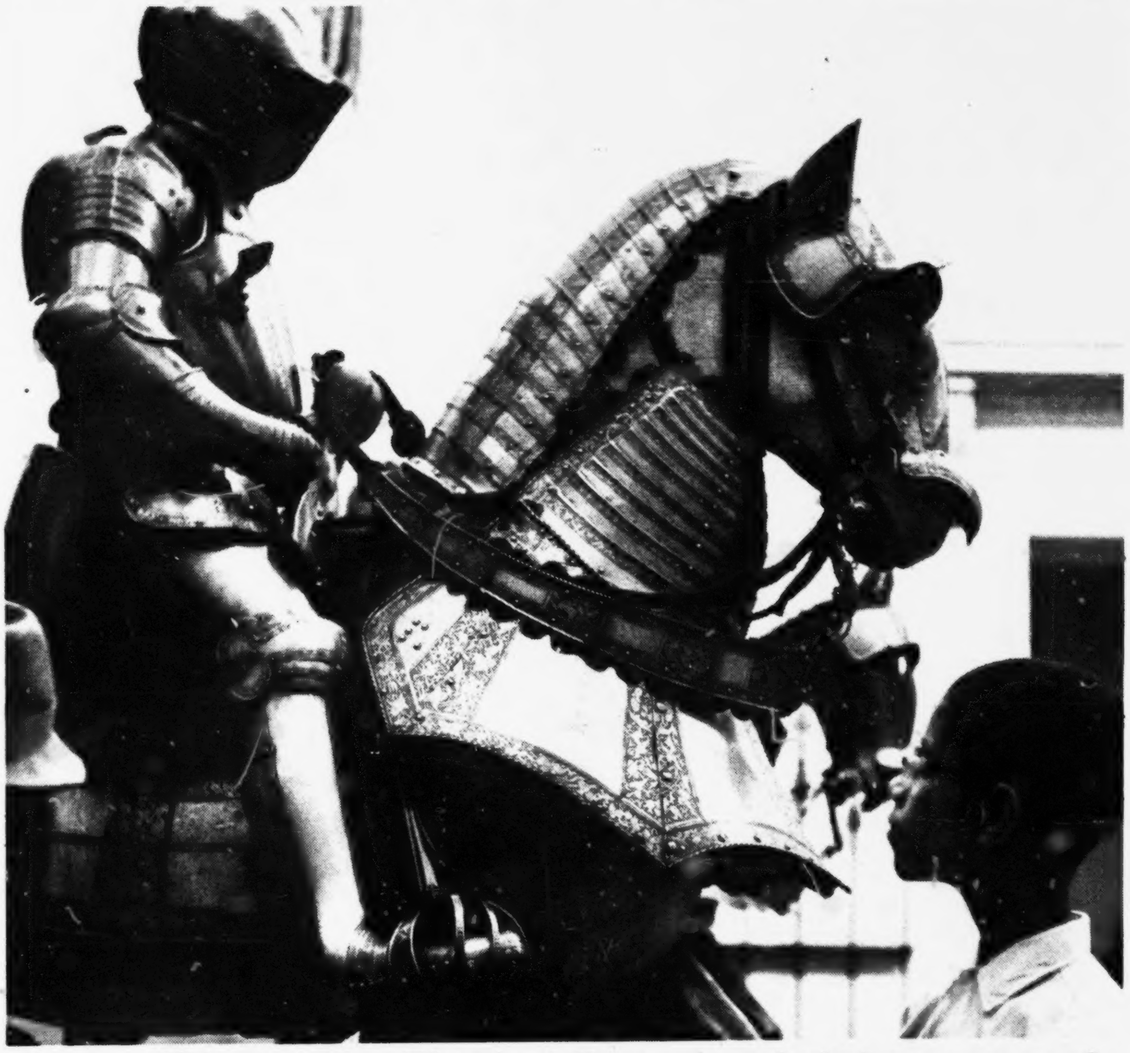
In our discussion of the culturally deprived in Newburgh, we must mention the wonderful work being done at the Montgomery Street School in Project Springboard. This area was deteriorating rapidly (both housing and living conditions) because of the overcrowded conditions previously explained. These people had problems of adjustment to an unfamiliar and often unsympathetic environment. The school became dangerously overcrowded and the new pupils were poorly prepared for school work. Drastic change was needed and the first step was the erection of a new building. However for two years before the building was ready, Project Springboard had been in the planning stage. We were pioneers in this type of program - there are only 18 similar programs in the State. When the physical plant was ready, the staff was prepared with a concept and an implementing program uniquely suited to the needs of the pupils of the Montgomery Street Elementary School. The New York State Education Department approved Project Springboard under the State Able Program (the student is able to learn and we are able to teach him) granting $ 23,183 in support in the initial year of the program. It is a five-year program and the State contributes 50% for the first five years, and after that the City of Newburgh is on its own. Remedial work was done in small groups with a reading specialist employed for remedial reading; a full-time guidance counselor was added to the staff; and they started an after-school program and an evening program of cultural and educational activities. The results after the first year greatly exceed what was anticipated and encouraged the Board of Education to continue the program for the five-year period. Mr. Light went on to suggest that maybe this Project Springboard should be reviewed with our problem of overcrowding at N.F.A. kept in mind.

Project Springboard brings up the subject of the role played by the Federal Government in regard to the culturally deprived and education. The Government's interest in education was spurred on during President Kennedy's administration. With the passage of the American Vocational Education Bill of 1963, we have the first Government funds ever allocated to the betterment of vocational education. In President Johnson's administration there is a continuance in the belief that the only way to improve society as a whole is to improve the quality of education. With sufficient economic support, improvement in education, including education of the culturally deprived, should be easier.

There are two booklets prepared at Montgomery Street School which will further explain the State Government's part in helping education: "Project Springboard,' and the "Report of The Conservation of Talent Workshop." The Federal Government's Manpower Retraining Project is another attempt to better educate and train the culturally deprived.

Since the culturally deprived eventually develops into what we call the "slow learner," let us turn our attention to this subject. We should look at the definition, history, characteristics, and misconceptions regarding the "slow learner" and try to determine what his needs are, just what the teacher can do to help him, and just what job opportunities are open to him.

The "slow learner" can be assumed to be a student with such intellectu al retardation that he is unable to keep up with children of average intelligence, yet cannot be classified as mentally deficient or mentally handicapped.



**Museum Visits and other Educational Trips are emphasized as a means of broadening the child's experience in the Project Springboard Program.**

With the carry-over of earlier objectives for preparing students to continue their education, secondary schools still find themselves geared primarily to the average and superior students. They have been traditionally rather unconcerned with the "dumb" students. These students just had to repeat courses until they finally passed or else dropped out of school. Today, fewer and fewer jobs are available to the unskilled worker. In fact, "If things go on the way they have been, by 1970 half the people living in our large cities will be "disadvantaged Americans--ignorant, incompetent, maladjusted charges of the community." This is the conclusion of the Educational Policies Commission.

The slow learner usually has below normal native intelligence; his rate of mental growth is slow. He has little ability to learn from experience, foresee consequences, compose and generalize. He reads slowly and with poor comprehension. He has short attention and memory spans. He has deficient achievement (usually), is rarely a leader, and generally has an unenthusiastic attitude toward school. Physically, slow learners are somewhat inferior to normal children but not strikingly so. Emotionally they tend to exhibit abnormal traits, such as apathy, laziness, excitability, worry, defiance, and restlessness. These manifestations are due more to conditions of pressure in the home and in the school rather than to inherent pathological factors.

It is very important to realize, however, that causes of slow learning are varied. The cause is not always a low native intelligence. Other reasons might be poor work habits, poor attitudes, physical handicaps, poor health. emotional instability, part-time employment, carrying too many subjects, highly specialized interests, personality clashes between student and teacher, frequent absences, inferiority complex, or poor reading habits.

Mr. Light gave a composite picture of the slow learner and mentioned some specific characteristics we should keep in mind when attempting to identify them. He first said that even though the slow learner functions at below average intelligence and is an non-academic student, still he is not abnormal. He can still drive a car and learn a trade, etc. His main handicap is reading skill and comprehension. He can comprehend television because he can see it. That is why visual aids are so effective in working with the slow learner. If the teacher talks above his level, he won't comprehend what the teacher is saying, so words might hinder him. Also textbooks might be too advanced for him. The vocabulary in the textbook and the teacher's vocabulary might be on too high a level for him. At home and at school the slow learner is deficient, but with friends he is the "life of the party." He has a poor memory and a short attention span of approximately 15-20 minutes. In order for him to master skills, the teacher must use repetition because conception develops slowly, by simple tasks, and only over an extended period of time. He should compete against his own record and not compete with others. The teacher must closely supervise the activities of slow learners and check their work at all times. "If the teacher doesn't care, he won't care!"

In looking at this composite picture of the slow learner, we can see that lesson planning is very important. The student is not creative and cannot plan for himself. He also has a narrow range of interest and is more interested in outside activities. He may get irritable because he lacks self-confidence. He is weak in evaluating his own efforts and he can't form associations between words and ideas. Because he has this mental problem, he is victim of the "I can't" attitude. Therefore the teacher must emphasize developing individual patterns and individual differences and encourage each small step of progress that the student makes.

Items to be Considered in Teaching Lessons:

The teacher should show warmth, understanding, and complete acceptance of these students.

These students can be successful - help him to develop confidence within the limit of his own potential.

Use a variety of motivating techniques especially recognition of achievement awards such as speed awards, office citizenship certificates, achievement records, D.E. awards, etc.

Attempt to arouse student's hopes and aid him to gain confidence in his own ability.

There are four **misconceptions** that teachers today have in regard to the slow learner:

1. Teachers feel that the business course is a catch-all for the lazy and the indifferent students. NO
2. They feel that these students just can't learn. NO They are not hopeless--today's slow learner could be tomorrow's millionaire.
3. Because nobody knows what to do with them, anything done at all is satisfactory. NO-because no matter how little you accomplish, it is still worth the effort.
4. Discipline is the all-important consideration. Definitely not true!

It is worthwhile to spend some time to cover the needs of the slow learner. His needs are definite needs and should not be overlooked. He needs a feeling of success, belonging, worthiness and self-respect plus respect gained. He must have concrete experiences, and experience in socialization. He must be given illustrations on his own level and he needs many audio-visual activities. He needs vocational information and experiences, and guidance in how to study.

The material above contains many suggestions for the dedicated teacher who is interested in helping the slow learner, but Mr. Light listed further some objectives that the teacher might find helpful in dealing with the slow learner. He told us that in teaching the non-Regent courses, especially those with slow learners in them, that we should remember that the classes will differ in range of student ability. He said that non-Regent courses contain the same basic information as Regent courses with certain modifications in difficulty, quality, and type of work required.

## SPECIFIC OBJECTIVES

1. Provide curriculum offerings to interest the slow learner and satisfy his local needs.
2. Prepare less able student to function as a citizen at highest level of accomplishment for him. (Mastery of subject matter not so important as for him to be socially recognized.)
3. Safeguard the interests of the community and teach high morals to these culturally deprived youth.
4. Have an educational program which allows them to maintain their self-respect and feel successful (some of these students have never passed a test in their life). If he were in a group where he would only compete with himself, there would be no danger, but in a classroom, give him something he can do successfully - give him a little bit he can do--and reward him for it. In this way we can discourage drop-outs.
5. Discover and develop personal abilities--encourage students to use whatever knowledge they have and compliment them on it. We should help them to build self-confidence.
6. Have a higher standard for the better student and group the less able students according to their needs.

## WHAT JOB OPPORTUNITIES ARE AVAILABLE TO THE SLOW LEARNER

Some people are rather pessimistic about job opportunities for the low-ability students. They think that the percentage of jobs in business available to the best of the slow learners becomes lower each year.

However, most people are optimistic. Even though automation is relieving drudgery in office work and replacing some highly routine office work, it is predicted that the rate of increase in office employment will continue at an extremely high level; and this includes office work for which the slow learner can be suited. They suggest that the duties of general clerk, file clerk, typist, etc., involve a variety of duties suitable for slow learners.

Many jobs directly connected with automation are so routine and boring that a person of higher intelligence will not accept the job. If business teachers could just persuade businessmen to hire the slow student, he might find he is much happier with a dependable and uncomplaining employee and find his employees are happier also.

Since many firms prefer to train on the job some educators believe that high schools should provide just basic knowledge and put the emphasis on good work habits and character training.

We received some suggestions from businessmen indicating what job might be done by a slow learner:

1. The slow learner could do duplicating and related work. They can operate the duplicating machine, collate and staple material, operate folding machines, and do photocopying.
2. The slow learner can do stock work, physically distribute stock, stock tags, count merchandise, etc.
3. The slow learner can do general office work--keep office neat, run errands, check and order supplies.
4. The slow learner might be able to assume receptionist duties if she could operate a small switchboard and do limited typing.

It seems, then, that the teacher must do four things in order to prepare the slow learner for employment. First, he must help the student achieve to his ability level (including development of personal qualities). Second, he must keep abreast with changes and know how these changes affect jobs for his students. Third, he must help the slow learner to adjust to his deficiency so that, if nothing else, he can be emotionally well adjusted (this would mean also that he should not build up the student's confidence too high). According to some experts, there is a definite advantage in becoming reconciled to one's known limitations; and we all have them. Once you recognize these limitations and make the best possible adjustments to them, you are ready to expend your energy in the most desirable channels. (Called physically determined horizons). Fourth, the teacher should be of every assisstance possible in helping the student find suitable employment and make a good job adjustment.

With the teacher and student working together, there is no need for the slow learner to fail, drop out of school, or be economically dependent. Extra effort to find activities and methods effective with slow learners is all aimed toward helping the student develop his abilities to the maximum so that he may gain economic independence and share the life happiness to which all persons should be entitled.

## 12. Question and Answer Discussion Group with - Dr. Frank Riessman

CHAIRMAN: David McKeever, Principal, North Junior High School
RECORDERS: Richard Germaine, Administrative Intern, Balmville School, Grand Street School
Miriam Burmeister, Grade 6 Teacher, Montgomery St. School
COORDINATOR: Alfred DiCesare, Principal, South Junior High School

Q. Why have the children participating in the Head Start Program fallen back after they enter the regular school program?
A. There should be a follow-up in the school program and the only way is to use the same approach in the grades as Head Start uses. The most significant institutional effect of Head Start is the opening of the door to non-professional personnel.

Q. Isn't it true there is a fall-back with any new program?
A. No. The Howard University program for hard core deliquent youths did not have fall-back. A new idea gets things started because the inertia of the newness effect wins people over. If there is no planned program the novelty effect wears off.

Q. Isn't it true that it is hard to convince everyone of the total program all at once? Don't you have to move slowly?
A. It's a fascinating issue. When you introduce an action program there are two points: 1-Look for all the plusses, i.e., non-professional aides, cheap help, relief of teacher loads, etc. 2-How will it work not only at its best, but also when it is watered down?
At the beginning the major resources is newness. Later it is skill and knowhow.

Q. In setting up a program, should it be on a small or large scale.
A. Don't make it a showcase, but start small with a systematic plan to spread. As an example use two schools - train master teachers and interns. You must build continuity of cadre.
The interns are trained in one school for a year and then placed in other schools the following year. You should also train directors and consultants to have a systematic plan for multiplying.

Q. You advocate the use of lay people as buffers between police and society, for trips, classroom aides, etc. Isn't it sad commentary that they operate better than professionals?
A. No, because they can often do what the professional can't do. Many activities don't require expensive professional assistance. The professional in the team provides objectivity, long range planning, and has a distant perspective. The non-professional can be down to earth, and in many cases can get closer to the situation. This allows for a fluid and trusting relationship.

Q. Is there much of a change in the attitudes of people towards the professionals when aides are used in the neighborhood program?
A. The aides have imparted to the neighborhood that professionals are "good guys."

Q. Don't aides have to be as well qualified as professionals?
A. The aides have feeling for a neighborhood - and they get on-the-job training.

Q. Aides can bring the needs of the poor to the attention of the professionals?

A. There is some strain about this. When the professionals do things the aides don't like, they (the aides) tell you about it. When a research instrument is prepared, the aides would like to be consulted in its preparation from the very beginning.

Q. Could the changes you advocate take place in the conventional middle class track high school? Could two groups compete?
A. The changes will take place because of pressure from integration groups and the federal government.
The government grants aid to some large companies to develop educational materials. Programmed learning will have a great impact in the schools.
Big business may run school districts for the same money.
Colleges may take over pieces of school districts on an experimental basis for a five year period.
There are big, exciting changes coming in education because of new technology. The use of people who have the skill, knowledge, and knowhow, but not with educational degrees, will bridge the gap as more teachers are needed.

Q. Where do you find teachers to work in schools for the disadvantaged?
A. Do things on a number of levels. While training non-professionals, re-educate teachers. There are a small number of charismatic people - use them as a core.
Reorganize the system built around the new manpower to release teachers to combine their knowledge in order to build a body of practical experience. This would make average teachers adequate by imparting this knowledge. Teachers have much everyday know-how on which we need to codify and build into a system.

Q. Is the Holt Plan where children have some say on curriculum?
A. Yes. He is overly Summerhillian, but children could learn more than they are now learning by being able to help with a little planning as to what they should learn and how. Children should make some decisions because this makes for a better learning situation.

Q. From a practical financial point of view, isn't it hard to get aides?
A. Teachers Unions work for this as one of their demands. Federal money is coming, so demand it of your board of education.
Teachers haven't used their power - and they should.

## 13. Physical Education and the Disadvantaged Child

**Mr. Arthur Ted Brown, Athletic Director, Oakwood State School for Boys Poughkeepsie**

**RECORDER: Elizabeth Field, Secretary, Physical Education Department**
**COORDINATOR-CHAIRMAN: Stanton Hemingway, Director of Physical Ed.**

What is the meaning of "disadvantaged?" Who are the "disadvantaged?" Is it the culturally deprived, the underachiever, the economically underpriviledged? We are primarily interested in the whole child - the sum total of all physical, mental and emotional aspects of the individual. We can think in terms of a triangle. One side is the intellectual, one side emotional, one side the physical. We should strive for an equi-angular triangle. For example the champ athlete is long on the physical and emotional sides and short on the intellectual.

The classroom teacher probably knows more about the child, possibly more than the parents. In the field of physical education the teacher can become even closer to the child. If a teacher cannot, or will not try, to understand the disadvantaged child, it is an attitude of defeat. The physical education teacher or coach can become closer to the child because of a certain amount of respect and admiration.

The teacher must employ every method to determine the status and background of each child. The athletically inclined child can be given projects such as a term paper on the development of the Olympic Games or the biography of a famous person with a background similar to his own. In the writing of such material a child will reveal much about himself and his own environment and background. Folk dancing will often appeal to and interest those children of foreign born families and can be utilized to determine what the interest of the child is. We must get to the youngsters and make them want to learn. A football coach must find out what material he has before he decides what material he will feed his squad. Let the child play a part in planning the program. Try to find out from people who grew up in a disadvantaged atmosphere what it was that they most enjoyed in their physical education activities while they were in school. They can supply many answers as to what the potential dropout or hoodlum is interested in and what games or leisure activities he would like to learn. Youngsters will play something. Find out what they like to do and help them to channel their energies into wholesome, beneficial activities. We are missing many opportunities to educate because we do not recognize what youngsters need.

Some children miss the opportunities for improvement that can be gained from physical education because they do not have the finances to purchase equipment and uniforms to participate in gym classes or interscholatic athletics. Some communities and schools have formed athletic associations which raise funds to provide material for these students either by loan or outright gift.

Harry Truman put the blame for the poor physical fitness of our youth on physical education instructors. We do not stand tall enough in our own groups. We do not promote physical education in the community or in our schools. The program must be defined and promoted to other teachers, administrators and parents. They do not have a true interpretation of what we are trying to do. Physical education is placed second best to more important academic subjects. If we do not participate in our professional organizations and local school groups, physical education will be cut down all the way around.

Eisenhower's White House Conference on youth did not have a single physical educator in the group of nearly 100 persons. It was made up of professional athletes and big names. Physical educators should capitalize more on what they are doing in terms of developing physical fitness. The teacher must make the student know why he is being taught physical fitness. To be able to display strength by lifting weights is not the reason for physical fitness.

SUMMARY: The teacher is the important factor in physical education. He must be psychologist, sociologist, minister, etc. if he is to reach the child and interpret his needs. The teacher owes it to each youngster, especially the deprived and disadvantaged, to learn exactly what he is made of in terms of background, and he owes each youngster the maximum opportunity to improve himself.

# APPENDIX

## A BIBLIOGRAPHY OF RECENTLY PUBLISHED MATERIALS FOR TEACHERS DEALING WITH INTERGROUP EDUCATION

The materials in this list have been included because of the constructive manner in which they incorporate information about and express attitudes toward the contributions of minority groups, as well as current problems confronting the nation with regard to desegregation and integration.

As a general note on the use of the materials listed here, it is suggested that students are more likely to readily accept and appreciate group and individual differences if these are naturally presented as part of a larger context, instead of singled out for special attention. Natural integration of information about minorities is preferable to the kind of emphasis which units on Negro history and related focuses on minority groups give.

The categories of the Bibliography are: BASIC TEXTS, SUPPLEMENTARY TEXTS FOR THE SOCIAL STUDIES, OTHER SUPPLEMENTARY MATERIALS FOR CLASSROOM USE, RESOURCE MATERIALS FOR THE TEACHER, and OTHER BIBLIOGRAPHIES OF MATERIALS FOR INTERGROUP EDUCATION. Sources, appropriate age levels, and descriptions are included. Prices are given where they are known. Items marked with an asterisk indicate that the materials, appeared in the workshop exhibit prepared by the Division of Intercultural Relations in Education.

Address further inquiries about the acquisition and use of these materials to:

Mrs. Nida E. Thomas
Associate Administrator
Division of Intercultural Relations in Education
The State Education Department
Albany, New York 12224

### BASIC TEXTS

#### Language Arts

*Black, Irma Simonton, Senior Editor, THE BANK STREET READERS, The Macmillan Company, 60 Fifth Ave., New York, N. Y. 10011, 1965. Primary Grades.

Preprimers, primer, readers and workbooks for children living in an urban setting. The drawn illustrations represent the variety of people, occupations, and homes in a large city. Books for the second and third reader level are in preparation. There are annotated teacher's editions of each book and workbook. Included in the exhibit are: Preprimers 1 and 2, IN THE CITY AND PEOPLE READ, Teacher's Guide to IN THE CITY AND PEOPLE READ, the student workbook entitled MORE ABOUT IN THE CITY AND PEOPLE READ.

*Brown, Virginia, et al, THE SKYLINE SERIES: Book A, WATCH OUT FOR C__; BOOK B, THE HIDDEN LOOKOUT; BOOK C, WHO CARES!; Webster Division, McGraw-Hill Company, St. Louis, Missouri, 1965. Primary Grades.

Written specifically for disadvantaged children in urban areas, these stories represent a variety of ethnic and social backgrounds and experiences common to many children who live in cities. The Teacher's Guide includes bibliographies for teacher and students.

*Carillo, Lawrence W., Series Editor, Chandler LANGUAGE - EXPERIENCE READERS, A Reading Program for Urban Children, Chandler Publishing Company, San Francisco, California 94105, 1965.
Primary Grades.

The series features stories based on experiences commonly shared by urban children; photographs of real children in urban environments; vocabulary and sentence patterns characteristic of natural language expression; experiences with social studies and science orientation; experiences with which boys can identify and in which they play an important role.
The LANGUAGE-EXPERIENCE READERS qualify for NDEA Title III funds, as well as for funds under the 1965 Education Act.

*Halliburton, Warren J. and Mauri E. Pelkonen, NEW WORLDS OF LITERATURE, Harcourt, Brace and World, Inc., 757 Third Avenue, New York, N. Y. 10017, 1966. Junior and senior high school.

A cross-section of literature about and written by representatives of a variety of ethnic, socio-economic and religious backgrounds for students at the secondary school level who are reading below grade level. The Reader's Notebook, the student's workbook, correlates reading, writing and speaking skills in a lively, imaginative way. A Teacher's Edition is available which includes the text of the student's textbook.

*Postman, Neil, et al, DISCOVERING YOUR LANGUAGE, THE USES OF LANGUAGE, THE LANGUAGES OF DISCOVERY, LANGUAGE AND SYSTEMS, LANGUAGE AND REALITY, Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N. Y. 10017, 1965. Junior and senior high school.

An English series with a linguistic approach to the study of language and literature, the course of study includes many opportunities to explore and define attitudes toward groups and individuals as expressed in spoken and written language.

### Social Studies

*Caughey, John W., John Hope Franklin, Ernest R. May, LAND OF THE FREE, A History of the United States, Benziger Brothers, Inc., 7 East 51 St., New York, N. Y. 10022, 1966. Eighth Grade.

An integrated social studies text for junior high school.

### Health

Irwin, Leslie W., et al, DIMENSIONS IN HEALTH SERIES, Lyons & Carnahan, 407 East 25th St., Chicago, Illinois 60616, 1965. Grades 1-8.

**All About You, Grade 1**
***You and Others, Grade 2**
**Growing Every Day, Grade 3**
**Finding Your Way, Grade 4**
***Understanding Your Needs, Grade 5**
**Choosing Your Goals, Grade 6**
**Foundations for Fitness, Grade 7**
***Patterns for Living, Grade 8**

Incorporates illustrations and some discussion of ethnic differences.

SUPPLEMENTARY TEXTS FOR THE SOCIAL STUDIES

Cuban, Larry, THE NEGRO IN AMERICA, Problems in American History Series, Scott-Foresman and Co., 433 East Erie St., Chicago, Illinois 60611, 1964. Senior high school.

Commentary, articles, case histories, and study questions provide the approach to the study of the Negro in American history. The book is written for advanced students, and is a useful information and discussion resource for teachers.

*Hickcox, Zane, Editor, CALL THEM HEROES, Books I-IV and Teacher's Edition, Silver Burdett Company, Morristown, N. J. 07960, 1965. Grades 6-12. $ .36 net each plus postage.

Success stories of real people from a variety of racial, religious and national backgrounds who have achieved adult lives of fulfillment in spite of difficult beginnings. The biographies are illustrated with photographs of their subjects at work. The series has application in the social studies, language arts and guidance curriculums.

*McCarthy, Agnes and Lawrence Reddick, WORTH FIGHTING FOR: A History of the Negro in the U. S. during the Civil War and Reconstruction, Zenith Books, Doubleday and Co., Garden City, N. Y., 1965. Junior and senior high school. $ 1.45.

The aim of Zenith Books is to present the history of minority groups in the United States and their participation in the growth and development of the country. The series contains both histories and biographies.

*Meshover, Leonard, URBAN LIVING SERIES, Field-Trip Views of Community Activities, Benefic Press, 1900 N. Narragansett St., Chicago, Illinois 60639, 1965. Grades 1-3. $ 1.35 net each plus postage.

YOU VISIT A FIRE STATION-POLICE STATION (Reading level 1, interest 1-3); YOU VISIT A DAIRY-CLOTHING FACTORY (Reading level 2, interest level 2-4); YOU VISIT A NEWSPAPER-TELEVISION STUDIO (Reading level 3, interest level 3-5); are photographically illustrated and represent a variety of ethnic backgrounds.

*Stanek, Muriel and Barbara Johnson, HOW PEOPLE LIVE IN THE BIG CITY, Benefic Press, Chicago, Illinois, 1964. Grades 1-3. $ 1.35 net plus postage.

A book in the Supplementary Social Studies Program, The How Series for Grades 1-3, which contains integrated drawn and photographic illlustrations.

*Student Nonviolent Coordinating Committee, A FREEDOM PRIMER, SNCC, 360 Nelson St., S.W. Atlanta, Georgia 30313, 1964. Latter primary grades and useful for some junior and senior high school classes. $ 1.50 per copy for orders of 19 and under; $ 1.00 for orders of 20 and over.

Tells of the people and the movements which have grown up throughout America's history to organize people to protest the injustices to which they are subjected.

*Webster Division, McGraw-Hill Book Co., AMERICANS ALL SERIES, 1154 Reco Ave., St. Louis, Missouri 63126, 1965. Junior and senior high school.

These books provide information about American citizens of four ethnic groups. The titles in the series are: THE AMERICAN NEGRO, LATIN AMERICANS OF THE SOUTHWEST, OUR ORIENTAL AMERICANS, OUR CITIZENS FROM THE CARIBBEAN.

## OTHER SUPPLEMENTARY MATERIALS FOR CLASSROOM USE.

### Books

*American Oil Company, AMERICAN TRAVELER'S GUIDE TO NEGRO HISTORY, American Oil Company, 910 S. Michigan Ave., Chicago 80, Illinois. Elementary, junior and senior high school. $ .50

A tour of 22 states and the District of Columbia, verbally and pictorially tells of the contributions of the Negro and his participation in American life.

*Hughes, Langston and Milton Meltzer, A PICTORIAL HISTORY OF THE NEGRO IN AMERICA, New Revised Edition, Crown Publishers, Inc., 419 Park Ave. South, New York, N. Y. 10016, 1963. Grades 6-12. $ 5.95 list.

Contents: "The Peculiar Institution, 1619-1863"; "Free Men of Color, 1619-1863;" "The North Star, 1619-1863;" "UP From Slavery, 1863-1900;" "The Souls of Black Folk, 1900-1920;" "The New Negro, 1920-1941;" "Toward One World, 1941-1956;" "Centennial of Freedom;" "A Reading List." The book is liberally illustrated with photographs.

Johnson, James Weldon, Editor, THE BOOK OF AMERICAN NEGRO POETRY, Harcourt, Brace and World, Inc., New York, N. Y., 1931 Senior high school. Now out of print, but available in libraries.

Selected work of forty Negro poets, including an introductory essay by James Weldon Johnson on the backgrounds out of which the poetry comes, and biographical essays prefacing each of the included poets' work.

*National Urban League, Reprint Number 1 in a series from **Ebony** Magazine, SPEAKING OF PEOPLE, National Urban League, 14 East 48th Street, New York, N. Y. 10017, 1963. Junior and senior high school. $ .10 each or $ .08 in quantity of 100 or more.

Spotlights the professional roles of Negroes in a wide variety of fields.

*Shotwell, Louisa R., ROOSEVELT GRADY, Tempo Books, Grosset & Dunlap, Inc., 51 Madison Ave., New York, N. Y. 10010, 1964. Elementary and junior high school. $ .50

A warm story about a nine-year old boy, Roosevelt Grady, and his family who made its living as migrant workers, following the harvesting of crops across the country. The story gives insight into the problems of this significant working group, and communicates the possibilities for positive values within the context of a not-so-positive situation.

### Music

Cooperative Recreation Service, Inc., A POCKETFUL OF SONGS and FOLK DANCES FOR FUN, Cooperative Recreation Service, Inc., Delaware, Ohio. Elementary, junior and senior high school. $ .25 each.

The lyrics and music for songs and dances from around the world.

### Teacher and Student Prepared Materials

*Board of Education, City of New York, Bureau of Community Education, Division of Special Services, A UNIT ON PROMINENT NEGROES IN AMERICAN HISTORY, March 1965, Prepared by Mrs. Doris Moss.

The value of a list such as this which groups individuals by chronology, occupation or some other significant category is that it allows teachers to select examples of contributions throughout the school year.

*Burstein, Ellen, Jean Thayer and Margaret Manthey, MAN'S SEARCH FOR FREEDOM THROUGH AMERICAN LITERATURE: A Resource Unit for Eleventh Grade English, prepared for Education 22, a course given at the State University of New York at Albany, November 1965. Focusing on the Negro as a minority group in America striving to achieve rights equal to those of his fellow citizens, the unit's authors propose that "the study of man's search for freedom through America literature will . . . expose each student to . . . aspects of freedom which he, as a citizen in a democracy, must protect."

*The Downtown Community School, HAND ME DOWNS, The Downtown Community School, 235 E. 11th St., New York, N. Y. 10003, Norman Studer, Director, Elementary School.

A collection of student written prose and verse based on interviews with family members who recall experiences in cultures outside the United States, and have communicated these to children in stories of personal experiences, legends, proverbs, and a variety of other expressions.

### **Audio-Visual Materials** (Pictures, maps and calendars)

Carver Federal Savings and Loan Association, A 1966 CALENDAR OF INVENTIONS AND DISCOVERIES, Carver Federal Savings and Loan Association, Main Office 75 W. 125 St., New York, N. Y. 10027. Elementary, junior and senior high school. Free.

Carver Federal Savings and Loan Association publishes a calendar annually organized around a theme or subject, some of which, like the 1966 calendar, feature Negro personalities.

*Friendship Press, Inc., MAKERS OF THE U. S. A., INDIANS OF THE U. S. A. AND TWENTIETH CENTURY AMERICANS OF NEGRO LINEAGE, Friendship Press, Inc., 475 Riverside Drive, New York, N. Y. 10027. Elementary, junior and senior high school.

Pictomaps illustrating the ethnic variety among Americans. All the maps are in color. Further information about TWENTIETH CENTURY AMERICANS OF NEGRO LINEAGE IS AS FOLLOWS: Pictomap with resource pamphlet, $1.50 folded; $2.00 rolled in a tube; Portrait Portfolio of 24 photographs, 10⅜ x 14 inches, $1.75; Combination: Pictomap and Portrait Portfolio, $3.00; Small size pictomaps, 13 x 9¾ inches, 75 cents a dozen.

*Harmon Foundation, SCULPTURE BY RAYMOND BARTHE, Harmon Foundation, 140 Nassau Street, New York, N. Y. 10007. Senior high school. A portfolio of black and white photographs of the artist and his work.

Society for Visual Education, Inc., COMMUNITY HELPERS, Social Studies Series PSSP-400, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. Elementary school. Six kits at $8.00 a kit. NDEA funds can be used for their purchase.

The kits contain photographs in color of adults in a variety of occupations. The people in the photographs are of different ethnic backgrounds.

### Films and filmstrips

McGraw-Hill, Text-Film Division, HARRIET TUBMAN AND THE UNDERGROUND RAILROAD, McGraw-Hill, Text-Film Division, 327 West 41 St., New York, N. Y. 10036. Jr-Sr. high school, 54 minutes, black and white, code 618086, 16mm sound film, $270. purchase price. Can also be rented. NDEA funds can be used for its purchase.

A dramatic and moving story of Harriet Tubman's courageous efforts as a conductor on the Underground Railway which brought slaves to freedom. In the case are Ethel Waters, Ruby Dee, as Harriet Tubman, and ossie Davis. The film portrays the first nineteen trips Mrs. Tubman made into slave territory between 1850 and 1860. An accompanying study guide gives suggestions to teachers for follow-up activities, and for relating the movie to contemporary questions about civil rights.

*Warren Schloat Productions, Inc., MINORITIES HAVE MADE AMERICA GREAT, Warren Schloat Productions, Inc., Palmer Lane West, Pleasantville, N. Y. 10570. Junior and senior high school. $39.90 for five film-strips and records.

Five filmstrips accompanied by records highlight specific contributions to particular fields--the arts, literature, science, education, government, industry, agriculture and sports--by five minority groups. These groups are the Negroes, Jews, Italians, Germans and Irish.

Society for Visual Education, Inc., LEADING AMERICAN NEGROES, Junior and senior high school. $39.75 for six filmstrips and three records accompanied by Teacher's Guides for each of the strips. Filmstrips may also be purchased in sets of two for $15.00 per set.

242-1-Mary McLeod Bethune, 242-2-George Washington Carver, 242-3-Benjamin Banneker, 242-4-Robert Smalls, 242-5-Frederick A. Douglass, 242-6-Harriet Tubman, 242-SAR-Set of six filmstrips, three records and teacher's guides.

## RESOURCE MATERIALS FOR THE TEACHER

### Books

*The Bowdoin College Museum of Art, THE PORTRAYAL OF THE NEGRO IN AMERICAN PAINTING, The Bowdoin College Museum of Art, Brunswick, Maine, 1964.

As the introduction to this book suggests, "To determine how often the canvass exposes the Negro as human being, as visible citizen rather than as mask; to discover how often the artist himself has been conscious of the mask or has been its deft and willing creator, may be . . a rewarding exercise for the viewer of these pictures."

Kvaraceus, William C., et al, NEGRO SELF-CONCEPT: Implications for School and Citizenship. The Report of a Conference Sponsored by the Lincoln Filene Center for Citizenship and Public Affairs. McGraw-Hill Book Co., 330 West St., New York, N. Y. 10036, 1965. $2.45.

Papers prepared by William C. Kvaraceus, Jean D. Grambs and others for a conference at the Lincoln-Filene Center, Tufts University in September 1963, on the relationship of the self-concept of Negro youth to education and citizenship.

*United States Department of Health, Education and Welfare, Office of Education, IMPROVING ENGLISH SKILLS OF CULTURALLY DIFFERENT YOUTH IN LARGE CITIES, Washington, D. C., 1964. Available from United States Government Printing Office, Division of Public Documents, Washington, D. C. 20402. $.75. OE-30012, Bulletin 1964, No. 5.

Approaches to the teaching of disadvantaged students in the area of language arts skills are given by participants in a conference assembled by the Secondary Schools Section of the U. S. Office of Education in 1962.

United States Department of Labor, Office of Policy Planning and Research, THE NEGRO FAMILY, The Case for National Action, Washington, D. C., 1965. Available from United States Government Printing Office, Washington, D. C. $.45.

A description and statistical analysis of socio-economic problems which threaten the family structure of Negroes in the urban ghettos of the United States.

*Board of Education, City of New York, THE NEGRO IN AMERICAN HISTORY, New York, N.Y. 1964. Free to teachers in schools of New York State other than public schools in New York City. Make requests through a school administrator to the Publications Distribution Unit, Education Building, Albany, N. Y. 12224.

This book is designed to give teachers, and through them, their students, a broader and more factual statement on the Negro in our nation's history.

### Magazines, Journals and Phamphlets

*American Jewish Congress, THE MYTHS OF RACIAL INTEGRATION, American Jewish Congress, 15 East 84th Street, New York, N.Y. 10028. Answers to nine myths raised during discussions regarding integration. Sociological, anthropological and other scientific research supports conclusions.

Daedalus, THE NEGRO AMERICAN, Fall 1965. Journal of the American Academy of Arts and Sciences, Printing Office: 2901 Byrdhill Road, Richmond, Virginia. $2.50.

Papers by noted authorities on the issues and problems confronting both Negroes and whites in contemporary American life.

*Ebony, THE WHITE PROBLEM IN AMERICA, Johnson Publishing Co., Inc., 1820 South Michigan Avenue, Chicago 16, Illinois. Special Issue, August 1965. $.50

Prominent Negro spokesmen discuss the ways in which whites continue to show reluctance to accept Negroes as fellow citizens, neighbors and coworkers. The authors reflect on the high financial cost of discrimination, the insecurities among whites which breed prejudice, and the conflicts between whites' statements of belief and practices of it.

*Holt, Rinehart and Winston, DIALOG: The Magazine for English Teachers, Holt, Rinehart and Winston, Inc., New York, N.Y. 10017. Free.

The Fall 1965 issue contains an article by Charlotte K. Brooks, Supervising Director of the Department of English, Washington, D.C., Public Schools, entitled: "Some Approaches to teaching Standard English as a Second Language."

Intergrated Education Associates, INTEGRATED EDUCATION, Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 60604. Published bi-monthly. $4.00 per year for six issues; 75 cents for single copy. Reports of the status of desegregation throughout the country; analysis and proposals dealing with aspects of desegregation and integration; reports of research findings.

National Association of Intergroup Relations Officials, THE JOURNAL OF INTERGROUP EDUCATION, NAIRO, 2027 Massachusetts Ave., N.W., Washington 6, D.C. Published quarterly. $6.00 per year; $1.75 for single copy.

Recent articles and issues of relevance to intergroup education are: "Special Issue on Public School Segregation and Integration in the North" by the Commission on School Integration, November 1963. Copies of the latter may be obtained for $1.00 each from: NAIRO Commission on School Integration, 6 East 82 Street, New York, N.Y. 10028.

Association for the Study of Negro Life and History, THE NEGRO HISTORY BULLETIN, Association for the Study of Negro Life and History, 1538 9th Street, N.W., Washington, D. C. 20001.

The Association disseminates information about the performance of Negroes in history and promotes the study of the Negro in clubs and classes. It has reference materials and research information on Negro life in America. Those who wish information on the Method of introducing materials on the Negro to a class, may consult William Katz's article, "Some Guidelines in Teaching American Negro History" in THE NEGRO HISTORY BULLETIN, Vol. 28, Summer 1965, pages 190-191.

*Newsweek Magazine, March 7, 1966, "Integrating the Texts," pp. 93-94.

Recent developments in the textbook industry in producing books with a balanced representation of racial and ethnic differences are described and discussed.

Publis Affairs Pamphlets, HOW TO BRING UP YOUR CHILD WITHOUT PREJUDICE by Margaret B. Young, Public Affairs Pamphlet No. 373, Public Affairs Pamphlets, 381 Park Ave. South, New York, N. Y. 10016. $ .25 each for 1-9 copies. Rates on larger quantities available on request.

Some guidelines are given for educating children in a multi-racial, multi-ethnic world to have positive attitudes toward differences.

*National Education Association of the United States, AMERICAN EDUCATION AND THE SEARCH FOR EQUAL OPPORTUNITY, prepared by the Educational Policies Commission. National Education Association, 1201 Sixteenth St., N.W. Washington, D. C. 20036. Single Copy: Clothbound $ 1.25, paper cover $ .35. Discounts on quantity orders: 2-9 copies 10 per cent; 10 or more copies 20 per cent.

Discussion of the background of the problem of achieving equal opportunity in education, ways and means of overcoming the problem, and de facto segregation as a special problem.

The Saturday Review, September 11, 1965, "THE ALL-WHITE WORLD OF CHILDREN'S BOOKS" by Nancy Larrick pp. 63- .

### Teaching Guides and Resource Handbooks

The Madison Public Schools, Department of Curriculum Development, EDUCATION FOR HUMAN RELATIONS - INTERGROUP UNDERSTANDING, GRADES K-6, 7-12, prepared by the Human Relations -Intergroup Understanding Committee of the Madison Public Schools, Madison, Wisconsin, 1964.

*New York State Education Department, INTERGROUP RELATIONS: A RESOURCE HANDBOOK FOR ELEMENTARY SCHOOL TEACHERS, GRADES 4, 5 and 6, and INTERGROUP RELATIONS: A RESOURCE HANDBOOK FOR 12th GRADE SOCIAL STUDIES, the University of the State of New York, The Education Department, Albany, 1964, 1965.

Resource Handbooks for Teachers prepared by the Division of Intercultural Relations in Education.

## RESOURCE CENTERS

*Bank Street College of Education, Educational Resources Center, 103 East 125th Street, New York, New York 10035.

The ERC is both physical center for curriculum innovation, demonstration, and training, and a faculty uniting Bank Street educators, Public School personnel, and associated scholars drawn from other colleges and universities and from industry.

Columbia University, Teachers' College, Center for Research and Education in American Liberties.
Professor Allen F. Westin of Columbia, a specialist in constitutional law, will direct this program aimed at improving the teaching of civil rights in schools and community groups.

The Information Retrival Center on the Disadvantaged, The Ferkauf Graduate School of Education, Yeshiva University, 55 Fifth Ave., New York, New York 10003.
Among the services available through the IRCD are the following: The IRCD BULLETIN, published bi-monthly. Each issue of the IRCD BULLETIN includes a selected bibliography of some aspect of the field. The BULLETIN is published five times during the year and is free of charge to subscribers. The entire collection of materials EDUCATION OF SOCIALLY DISADVANTAGED CHILDREN AND YOUTH - books, reports, abstracts of articles, newspaper clippings, bibliographies filed, and other materials - is available for use at the Center, Monday - Friday, 10:00 A.M. to 5:00 P.M. Requests for information are fulfilled, insofar as resources permit, especially requests which defines specifically the types of information sought.

The Schomburg Collection of Negro Literature and History, a branch of the New York Public Library at 103rd West 135th Street, between 7th and Lenox Avenues.
A reference and research library of special materials devoted to Negro life and history, the Schomburg Collection is considered one of the most important centers in the world for the study of the Negro.

## OTHER BIBLIOGRAPHIES OF MATERIALS FOR INTERGROUP EDUCATION

The American Jewish Committee, Institute of Human Relations, 165 East 56th Street, New York, New York 10022. ABOUT 100 BOOKS by Ann G. Wolfe, BOOKS TO GROW ON by Marian Posy Anderson. $.50 each.
Books for children for intergroup education.

American Friends Service Committee and Anti-Defamation League of B'nai B'rith, BOOKS FOR FRIENDSHIP: A List of Books Recommended for Children, Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, New York 10016. $.50 each.
The third edition of an annotated list of five hundred books, designed to help children from kindergarten through junior high school understand and appreciate people of different races, nationalities and religions.

Anti-Defamation League of B'nai B'rith, FOR YOU AND YOUR STUDENTS. Free. A bibliography of materials concerning prejudice, civil rights and civil liberties, race and race relations. Also, contains information about Anti-Defamation League's Annual Material Subscription Service.

Children Music Center, Inc. 3 catalogs: BEST RECORDS FOR PHYSICAL EDUCATION, K-8, $.35; BEST RECORDS AND BOOKS FOR THE SCHOOL CURRICULUM $.50. Children's Music Center, Inc., 5373 West Peco Boulevard, Los Angeles, California 90019.
The National Council of Teacher of English, READING LADDERS FOR

HUMAN RELATIONS, 4th edition, American Council on Education, Washington, D. C. paper edition - $2.50; cloth edition - $4.00.

The New York Public Library, BOOKS ABOUT NEGRO LIFE FOR CHILDREN, The New York Public Library, New York. Obtainable from the Sales Shop, The New York Public Library, 5th Avenue and 42nd Street, New York, New York 10018.

The New York Public Library, THE NEGRO IN THE UNITED STATES: A list of Significant Books, 9th revised edition, the New York Public Library, New York, New York, 1965. Obtainable from the Sales Shop of the New York Public Library, 5th Avenue and 42nd Street, New York, New York 10018. $.50.

The University of the State of New York, The State Education Department, The New York State Library, THE BOOKMARK, January 1966. Free. This issue includes a suggested reading list for teachers entitled, "INTERGROUP RELATIONS:" The list contains reports of current books, bibliographies, periodicals, articles and films.